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ABSTRACT

This collection deals with post-literacy strategies in general and with strategies and techniques that have been implemented in Tanzania. The first part contains the following reports addressing general aspects of post-literacy strategies: "Issues in Post-Literacy" by Anil Bordia; "Some Curricular Aspects of Post-Literacy and Continuing Education of Neo-Literates" by H. S. Bhola; "Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes" by R. H. Dave; and "The Concept of Integration in Literacy and Post-Literacy Programs" by H. S. Bhola. The second part of the collection focuses on the Tanzanian approach to post-literacy instruction and contains a paper on strategies and techniques adopted ("Learning Strategies for Post-Literacy and Continuing Education in Tanzania" by Zakayo J. Mpogolo) and the following 11 papers addressing specific aspects of the implementation of the Tanzanian post-literacy program: "The National Literacy Centre in Mwanza" by F. Elinewinga; "Integration, Cooperation and Coordination of Institutions Involved in the Implementation of Post-Literacy" by Rest P. Lasway; "The Revised Post-Literacy Curriculum" and "The New Post-Literacy Curriculum Materials" by Jumanne M. Mayoka; "Rural Press Project in Tanzania" by A. H. Sakara; "Film Education" by John Nindi; "The Use of Radio"; "Rural Libraries" by John Nindi; "Folk Development Colleges in Tanzania" by G. D. Msungu; "Worker's Education" by R. Y. Mtwango; and "Distance Education in Tanzania" by E. N. Ntirukigwa. (MN)

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WORKSHOP SERIES

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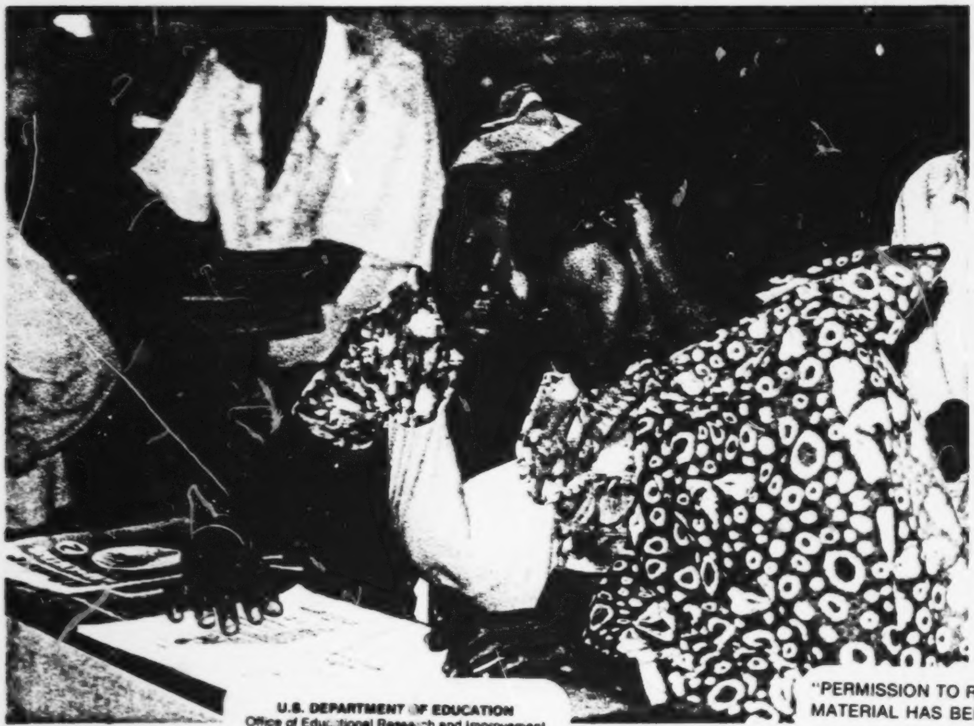
LEARNING STRATEGIES FOR POST-LITERACY THE TANZANIAN APPROACH

A Reader introduced and edited by Josef Müller, DSE



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All photographs by Josef Müller

PREFACE

The value of literacy is generally accepted. Large scale campaigns and programmes as well as small selective and intensive projects have been adopted by all African countries. Lessons from these programmes are available. One of these lessons is that literacy cannot be regarded as an end in itself; it is part of an organized learning process aiming at a better quality of life for the individual as well as for the community. Literacy skills, to be meaningful to adults, should be acquired in the context of larger developmental goals such as improvement of health, refinement of income-generating and productive skills, and raising of social and civic awareness.

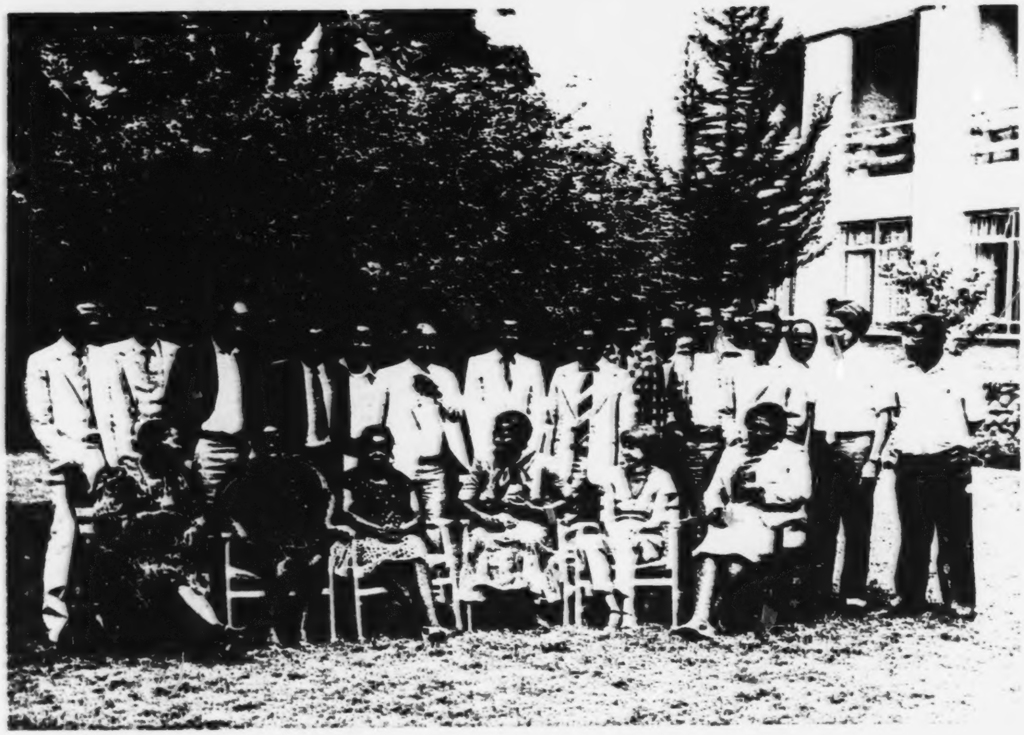
The literacy stage is not just a period of six months or even two years. It is part of a continuum from pre-literacy - as a first organized learning period without the 3 R's - to Post-Literacy aiming at retention and stabilisation of literacy skills as well as continuation and application of these skills for personal, social and vocational development.

Among the few African countries which have have developed a systematic Post-Literacy programme Tanzania is perhaps the one with the most valuable experiences. This Reader gives an overview on the Tanzanian approach towards and experiences in Post-Literacy. It served originally as a guide book for a group of decision makers and literacy experts from Zimbabwe who participated in a Seminar cum Study Tour on the Tanzanian Approach towards Post-Literacy organized by the Department of Adult Education, Ministry of Education, Tanzania, in April 1986 with the assistance of the German Foundation for International Development. We acknowledge with thanks the contributions of Mr. Z.J. Mpogolo, Director of Adult Education, Ministry of Education, Tanzania, and the Heads of Sections of the Department. Our special thanks are due to the UNESCO Institute of Education, Hamburg, and its Director, Dr. Ravindra H. Dave, for the permission to reproduce articles by Anil Bordia, H.S. Bhola and Ravindra H. Dave on Issues in Post-Literacy, Curriculum Development and Evaluation in the General Part of the Reader and to draw and quote extensively from experiences and publications of an international research project on Post-Literacy of the Institute to which we contributed at its initial stages in a modest form as well.

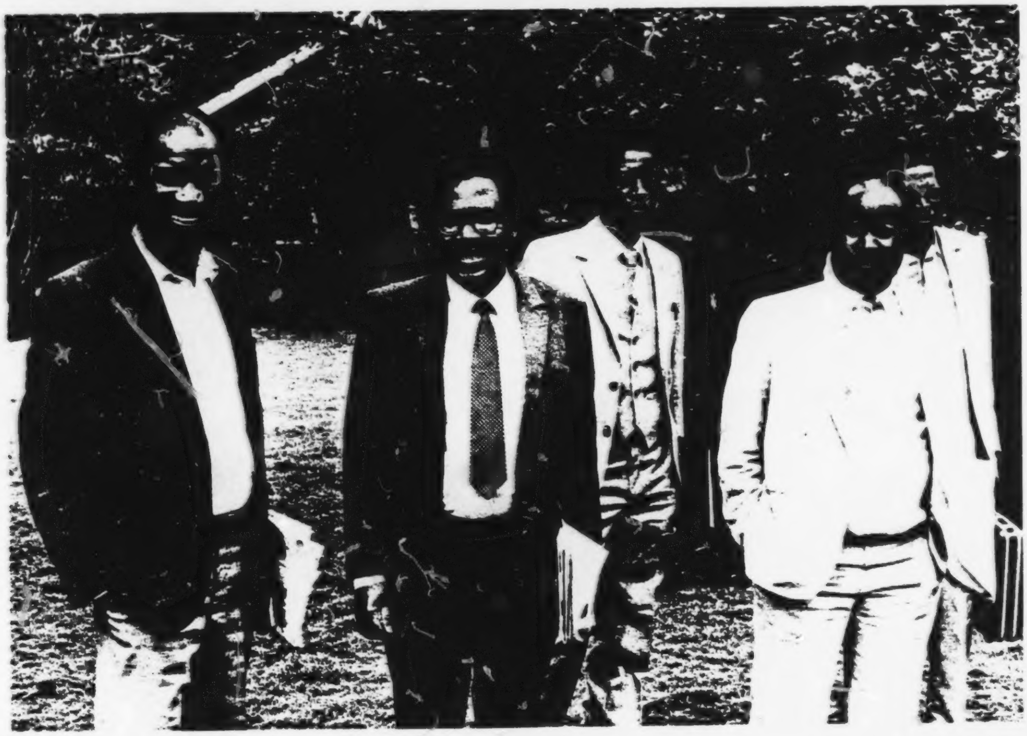
Last not least, I would like to thank my colleagues in the Centre for Education, Science and Documentation of the German Foundation in Bonn and especially Ms. Anja Dietrich for their continuous assistance in typing and editing the manuscript.

It is hoped that the specific Tanzanian approach to Post-Literacy is of interest for a wider audience of adult educators in many other countries.

Josef Müller
Non-Formal Basic Education Section
German Foundation for International Development, Bonn/FRG



Participants in the Seminar cum Study Tour



Participants in the Seminar cum Study Tour

In front: Mathias M. Mtobi, Zimbabwe Foundation for Education with Production (left), Zakayo J. Mpogolo, Director of Adult Education, Ministry of Education, Tanzania (centre), Quedisani Bhila, Deputy Secretary, Ministry of Education, Zimbabwe (right)

INTRODUCTION

A large number of African countries have recently launched massive programmes of adult literacy on a national scale, complementary to efforts towards implementing the universalisation of primary education for children of school-going age. The Harare Declaration solemnly adopted by the Conference of African Ministers of Education (1982) stresses the need for the African Member States to draw up and implement during the coming two decades educational policies geared to the objectives of economic and social development and capable of contributing effectively to the strengthening of independance and African solidarity, and designed in particular:

> to eliminate illiteracy through a vigorous, sustained two-pronged campaign to universalize primary schooling for children and to promote literacy among young people and adults on a massive scale.[1]

While literacy campaigns programmes and projects have been launched in many African countries it has been observed that adults who acquire literacy through short term non-formal programmes tend to relapse into illiteracy. This reversion to illiteracy occurs even with children who drop out of the formal school system prematurely after acquiring temporary literacy.

Appropriate strategies, therefore, have to be employed to provide for adults as well as school drop-outs opportunities to continue learning - not only for the purpose of retaining literacy skills but also as a means of acquiring an adequate level of basic education for development aiming at improvement of health, refinement of income-generating and productive skills and raising of social and civic awareness.

The Unesco Institute of Education Hamburg (FRG) as a result of a three-years intensive research programme on post-literacy and continuing education[2] came to the conclusion that

> "the typical...educational programmes of literacy which are often of necessity part-time or short duration are basically introductory in nature, and if the intended objectives of socio-economic and other developments linked with the quality of life of poor and backward populations are to be adequately served, it is essential that initial literacy programmes are systematically followed up by post-literacy and continuing education, for which appropriate learning strategies should be adopted. These strategies should aim at:
>
> 1. retention and stabilisation of literacy skills;
> 2. continuation of learning beyond the literacy skills in order to convey adequate basic education; and
> 3. application of learning for personal, social and vocational development.

Though the definitions of post-literacy vary the following proporties are characteristic for the post-literacy stage[3]

1. It is part of a continuum from pre-literacy to literacy and post-literacy.
2. It is the stage characterised by the goal of skills application for development and a better quality of life. The goals of post-literacy programmes extend much beyond mere retention and continuation of literacy skills.
3. It is the stage characterised by the possibility of self-directed approach using a variety of resources including written material for independent learning.
4. It is the stage which provides opportunities for re-entry into the formal system of education or provides courses equivalent to some of those in the formal system.

The Post-Literacy Strategies generally adopted by Third World Countries were the following

1. newspapers, wallpapers, and magazines for neo-literates;
2. textual materials prepared for post-literacy studies;
3. supplementary reading materials;
4. libraries for new readers, mobile exhibitions and museums;
5. extension literature produced by development agencies such as health departments, agricultural extension services, etc.;
6. out-of-school and award-bearing programmes parallel to the school system, and other non-formal courses of a vocational and general character;
7. occasional programmes based on special needs and interests;
8. correspondence courses;
9. local study and action groups;
10. radio, TV, Video, films, etc. (New Media);
11. traditional and folk media; and
12. sports, games, physical culture.

The Unesco Institute, when examining Post-Literacy Programmes and Strategies came to the following conclusions.[4]

COMMENTS ON STRATEGIES GENERALLY

(a) *In Most Countries, Post-literacy Programmes have Come into Being not as a Result of a Long-term Policy, with All that this Implies, but More as an Ad hoc Set of Actions*

Whereas some literacy and post-literacy programmes have a comprehensive character which makes them appear quite streamlined, most of the cases studied began with very limited approaches, inspired by pragmatism and popular wisdom illustrated by such slogans as "Is it not better to light a candle than to condemn darkness?". We have found hardly a single instance of a comprehensive and mature approach, involving systematic recourse to all the strategies analysed in the present study.

In many cases and for a long time, post-literacy activities were limited to the distribution of reading material, either directly or via a network of libraries. Other bodies provided their target groups with continuation classes, vocational training, family education, correspondence courses, or radio or television educational broadcasts - sometimes in the context of community development, but mostly independently and without long-term co-ordination or planning. We arrive, then, at a mosaic of disparate activities each having its own separate objectives. These learning strategies have not been conceived in a global manner, but progressively discovered, either so as to cater for areas or aspects which were not previously touched upon, or else to back up effectively and in depth already proven techniques.

This general lack of a comprehensive perspective should not detract from the very significant achievement of these countries in responding to needs as they arise. The ability to respond, as indicated in the case-studies, denotes a certain vitality which should be nurtured and strengthened. The absence of long-term policies in this field may arise from several causes. One may be the paucity of studies such as this which examine the issues involved in so broad a perspective as that of lifelong education. Another may be the poor dissemination of current thinking in this field in those countries which are most in need of such information. The knowledge explosion which is often talked about may in fact be a hardly noticeable ripple in some countries.

(b) *Most Countries View Post-literacy as Part of an Educational Continuum Serving a Broad Clientele and with Goals Reaching Far beyond Simple Retention and Stabilisation of Literacy Skills*

If there exists a general tendency at present, then it is towards a multiplication of strategies and a search for their conjunctipn in order to multiply their effects. The two phases of literacy and post-literacy are generally seen in a single perspective and with reference to common objectives, which are clearly recognised, though perhaps not clearly defined. There are few instances of literacy and post-literacy programmes whose objectives are limited to literacy skills *per se*. However remote it may be, the goal of developing the quality of life has influenced the curricula of literacy and post-literacy programmes at least to the extent that the content selected from such a perspective is of greater relevance. The widening of objectives heralded by the transition from literacy to functional literacy continues while the narrow economic consideration of the latter are giving way to a broader view of man including not only his economic but also his social, cultural, political, and other needs. This process appears to be both a result and a cause of a widening of the clientele served by these programmes. The clientele ranges from children of school age to those who are old enough to be their parents or grand-parents; from those who are clustered together in urban slums to those who are widely dispersed in often inhospitable rural terrains; from those who are trying to make better use of their leisure time to those who are desperately trying to make a living - not to mention several other categories such as individuals outside the formal education system who want to get in.

(c) *There is a Tendency to Integrate Literacy and Post-literacy Programmes with Other National Development Plans, Particularly in the Economic Sphere*

Concomitant with the widening of the objectives and the expansion of the clientele, there has been a close linking of literacy and post-literacy programmes with other programmes designed to serve the community. There is first of all the integration of the programme with the surrounding community. This is obtained by the close association of the community in the identification of needs, the negotiation of priorities, the definition of learning objectives, and the evaluation of results. This integration prepares the ground for action and makes the participants receptive and co-operative. It also means that the community concerned will eventually take charge of the action, all of which makes learning easier.

The second aspect concerns the integration of learning with individual, social, vocational, and other development. It is a matter of linking the tasks of every order and degree with the responsibilities of the individual and the educating society. This represents the final goal of educative intervention, viz. the motivational aspect, for which individuals and their groups engage themselves in the learning process which they see as arming them better to face and master the problems which arise and, if need be, to transform their environment and thus improve the quality of their life. This is the full sense given to *functionality, transfer of responsibility, self-reliance* and *resocialisation*. It is also why many agencies provide *education* (i.e. training) and why post-literacy is perceived as a multi-agency action. Such variety can be explained because it is a matter of development. It also implies that approaches must be complementary and integrated rather than parallel.

The initiatives and experiences described, despite their limited number and their internal inadequacies, constitute a methodological and a concrete contribution which is invaluable for the formulation and the implementation of coherent post-literacy policies, for they throw light on indispensable preconditions and the orientation to be adopted.

They show that there are proven practical mechanisms for facilitating continuous learning which require more good will than money, more ideas than bureaucratic structures, and more self-help than outside expertise.

(d) *There is a Definite Tendency to Co-ordinate/Integrate Literacy and Post-literacy Strategies*

There is an integration which might be termed *internal*. This concerns mainly the strategies themselves and is linked to the learning process. It leads to a concerted action of all the strategies converging on post-literacy learning. This internal integration comes about through harmonisation of objectives, pooling of resources and of means, consideration of reciprocal effects, and recourse to a viable institutional faculty. It enables certain processes and materials to be economised. It provides learning with a completely multidimensional character.

When a number of strategies support each other in a co-ordinated fashion, the learner is immersed in a learning environment from which it is difficult for him to escape. The literacy centres of *Tanzania* form such an environment on which so many co-ordinated activities converge.

(e) *There is a Tendency to Co-ordinate Programmes with the Formal System*

Several countries seem to be making a definite search for a multiple approach to meet the goal of education for all. Universal primary education is not regarded by some countries as a service to be provided only through a traditional formal system. Nor is primary education, viewed in terms of some of its content and objectives, regarded as being age-bound (though the methodology might be). In at least one country - *Mali* - the nonformal structures evolved to provide literacy and post-literacy services are being regarded as a possible alternative to the formal system at the primary level. Mechanisms for accrediting competences acquired in various ways have been established in some countries; these mechanisms facilitate the transfer from the nonformal to the formal system, which still establishes the *standard* in nearly all the countries. *Indonesia* and *Tanzania* appears as exceptions in that they have produced a set of texts for courses where the grading is not specifically tied to the formal system and are in fact independent of it. The curriculum is as rich as might be excepted from a similar course within the formal system. The *Venezuelan* programme of providing out-of-school youth with a vocational training course combined with a general education component equivalent to a specific cycle of the formal system is an attempt of a different type. The youth not only acquire vocational training which enhances their employability but also acquire the credentials to continue their studies in the formal system if they wish to do so.

(f) *There is a Need for More Adequate Evaluation Procedures*

The studies themselves, as well as the discussions during the orientation seminars, clearly point to the need to know more about evaluation. It is only rarely that a programme has been evaluated, and it is still more rare to find one in which evaluation constitutes a planned activity. As was pointed out earlier, it may be that much more does actually take place under evaluation than has been described in the case-studies. The orientation seminars devoted only a small amount of time to evaluation since that was not their major focus.

(g) *Possibilities Such as the Following Appear to Exist*

(i) *Increased Co-Operation between Multilingual Countries, with Respect to Linguistic Research, Production of Post-Literacy Materials, and Use of Mass Media.*

(ii) *Co-Operation between Countries with Respect to Training.*

A possibility which emerged during the orientation seminars, and of which indications are to be found in the case-studies, is a systematic co-operative effort between the countries concerned. As it is, some countries use the printed materials produced in a neighbouring country on account of the identity of the language and the similarity of the socio-economic conditions. Some newspapers have a readership beyond their national boarders. Radio broadcasts are received in neighbouring countries, although in the case cited they are more of a hindrance than a help. Not all countries which need them have institutes of linguistic research. But different countries have languages in common and the work done in one country on such aspects as developing a script and designing a key-board for a typewriter would undoubtedly be useful for several others, even if these have their own research institutes.

Another area in which a systematic co-operative effort is possible is in the training of literacy and post-literacy workers. During the orientation seminars, the wish to visit each other's countries - simply to observe what was being done - was explicitly expressed. This type of exchange visit may suffice for key personnel who could use the case-studies to acquire the preliminary information necessary to make the best use of a field visit. Such exchange visits may be followed by training sessions for field workers from several countries. Exchange of material such as newspapers, books, and posters would also make a significant contribution. These are all possibilities which exist and which need to be vigorously pursued.

Tanzania is one of the most experienced African countries in the field of literacy and post-literacy. President Nyerere emphasized already three years after independence when he introduced the first Five-Year Development Plan (1964-69).

> "First we must educate adults. Our children will not have an impact on our economic development for five, ten, or even twenty years. The attitudes of the adults...on the other hand, have an impact now. The people must understand the plans for development of this country; they must be able to participate in changes which are necessary. Only if they are willing and able to do this will this plan succeed."

At about the same time Tanzania with Unesco assistance launched its Work Oriented Adult Literacy Pilot Project (1968-72) in the Lake Regions of the country. In September 1971 the mass campaign was announced. After the first national literacy test in August 1975 the need for a post-literacy programme became obvious. The new post-literacy programme could adopt strategies already developed such as rural newspapers and the use of radio. Other strategies were developed and combined into a fully fledged three stage post-literacy programme. It is worthwhile to study the Tanzanian approach in detail.

This Reader is meant to serve as a study guide for adult educators from other African countries and especially for a group of decision makers and specialists from Zimbabwe involved in the National Literacy Campaign launched by the Prime Minister of Zimbabwe, the Honorable R. C. Mugabe on 16 July 1983. The group, at the invitation of the United Republic of Tanzania, is going to examine the Tanzanian approaches towards post-literacy and continuing education as the Zimbabwe Literacy Campaign has reached a stage where the need of a functional post-literacy programme is becoming obvious - as it was in Tanzania some ten years ago.

The Reader consists of two major parts. Part One deals with general issues in post-literacy and especially with problems of curriculum development and evaluation. Part Two describes the Tanzanian Post-Literacy Programme and the specific Approaches and Strategies used in Tanzania.

Anil Bordia, the earlier Development Commissioner and Secretary to the Government of Rajasthan and now Secretary to the Ministry of Education New Delhi in his paper prepared for the research project of the Unesco Institute of Education (Hamburg)[5] gives an overview on crucial issues in post-literacy. He discusses first the clientele of post-literacy programmes and, then, the objectives of those programmes. In the third section on learning strategies he briefly refers to some of the communication choices available to planers and presents a design of the continuum from literacy to post-literacy and continuing education.

Professor H. S. Bhola, earlier Unesco expert at the Work Oriented Adult Literacy Pilot Project in the Lake Regions of Tanzania and now Professor of Education at Indiana University Bloomington/Indiana, USA, describes in his paper[6] prepared for the same research project the complex set of problems involved in curriculum development for post-literacy and continuing education. He selects four aspects for detailed discussion.

1. the definition and development of a curriculum agenda;
2. the development of a system for curriculum implementation and delivery of instruction;
3. the organisation of curriculum content into programmes, projects, courses, structured experiences, modules, materials, units and lessons;
   and
4. the validation of the choice of curriculum objectives and content as well as of the organisation of content, by using participative strategies.

Dr. Ravindra H. Dave, Director of the Unesco Institute of Education (Hamburg), in a paper[7] prepared for an international workshop on Planing and Implementing of Literacy and Post-Literacy Strategies organized by the International Institute for Educational Planing 1982 in Madras deals with the design of an effective system of evaluation and monitoring of the programmes of literacy, post-literacy and continuing education and how to make it work at different levels and stages of the total programme.

Professor H.S. Bhola, in a second paper[8], analyses the crucial problem of integration in literacy and post-literacy programmes. Integration means integration of the literacy and post-literacy component with the formal education sector, with development extension services and overall development actions. Integration has to take place at policy planning level, at programme and curriculum development level, at programme delivery level in the field and when evaluating the impact of the programme. The paper exemplifies what integration of the educational and developmental aspects of literacy and post-literacy means at the different levels.

Zakayo J. Mpogolo, Director of Adult Education, Department of Adult Education , Ministry of Education,Dar es Salaam/Tanzania in his comprehensive paper prepared for the research project of the Unesco Institute of Education (Hamburg)[5] gives an overview on Literacy Work in Tanzania with special focus on its Post-Literacy Programme and the techniques used to implement the programme.
These techniques are:

- rural newspapers,
- rural libraries,
- correspondence courses,
- Folk Development Colleges,
- instructional radio,
- textbooks and other related textual materials.

The following papers were prepared for a Seminar cum Study Tour on the Tanzanian Approach towards Post-Literacy. The Seminar cum Study Tour was organized by the Tanzanian Ministry of Education and the Zimbabwe Ministry of State/Community Development and Women's Affairs in Cooperation with the German Foundation for International Development, Bonn. The Seminar cum Study Tour took place from 16 to 29 April 1986. Participants in the Seminar were 16 members of the Zimbabwe National Literacy Committee, the Director of Adult Education, Ministry of Education, Tanzania with Heads of sections of the Department, the Deputy Director of Adult Education, National Literacy Centre Mwanza with Heads of Units of the Centre and Staff of the Centre for Education, Science and Documentation of the German Foundation for International Development, Bonn.

The papers deal in greater detail with the techniques adopted to implement the Tanzanian Post-Literacy Programme and present some more recent information especially on the revised curriculum of the Post-Literacy Programme and the new materials to be developed.

Literacy work in Tanzania began in 1968 with a pilot project in the Lake Zone around Mwanza. This pilot project became the nucleus of literacy work in Tanzania and the preparatory stage for the National Literacy Campaign. After phase one (1968-1972) and phase two (1973-1976) of the UNESCO/UNDP sponsored pilot programme the project centre became the National Literacy Centre responsible for the implementation of the Literacy and Post-Literacy Programme in Tanzania. The paper by F.Elinewinga, Deputy Director of Adult Education, describes the development and role of the centre from its beginnings in the late sixties.

Rest P. Lasway in her paper on Integration, Cooperation and Coordination of the Tanzanian Institutions Involved in the Implementation of Post-Literacy discusses the crucial problem of inter-institutional cooperation. This cooperation is especially important at the post-literacy stage with its focus on functionality.

Jummane M. Mayoka highlights in two papers the revision of the Tanzanian Post-Literacy Curriculum and Materials. The earlier curriculum was rather broad and more in line with the Primary School Curriculum. The revised curriculum with its focus on only three major subject areas, namely, agriculture and animal husbandry, home economics with health and nutrition, and crafts, is much closer to the immediate needs and interests of adult learners especially in rural areas.

Mass media play a major role in the Tanzanian Literacy and Post-Literacy Programme. As there is no TV in the Tanzanian mainland, radio got major importance. It has been used in literacy work since 1974 to mobilize the public and motivate illiterates to join classes, to strengthen and support the functional component of literacy and post-literacy work and to train teaching personnel. The Tanzanian radio campaign got wide and international reputation.

Film has been used not only as entertainment but since independence more and more as educational medium. The establishment of the Audio-Visual Institute Dar es Salaam already in 1972/74 underlines this policy. The paper by John Nindi on Film Education reports on some of the Tanzanian experiences especially with film education in rural areas using film vans.

Deepening and widening of literacy skills depends to a great extent on a literate environment. Rural libraries and rural newspapers play an important role in creating such an environment. The papers by John Nindi on Rural libraries and by Abed H. Sakara on The Rural Press Project in Tanzania underlines the specific Tanzanian approach.

No functional continuing education without building of appropriate institutions. This experience made in industrialized countries led to the establishment of Folk Development Colleges in Tanzania. Though education alone cannot bring about development there is no development without education of the majority of the people. The paper by G.D. Msungu on Folk Development Colleges describes the adaptation of scandinavian popular education to circumstances of a developing society.

Workers' education is a crucial issue in industrialized as well as developing countries. Workers' education is based on an integrated approach combining both general academic and specific vocational education. Integration means involvement and responsibility of more than one institution. Cooperation is good and possible but shared responsibilities are "the crux". Shared responsibilities can cause more conflicts than solutions; they, at least, delay results. Tanzania to some extent made this experience when implementing resolutions and directives on workers' education however good they were. The paper by R.Y. Mtwango on Workers' Education is an interesting exercise in this context.

As distance education goes much beyond the post-literacy stage, appropriate correspondence courses can be the first chance for a literate to continue with education after the post-literacy stage and to become a self-directed learner. Literacy and post-literacy are, as it is well understood, not an end in itself but the first two stages of an organised continuing learning process which, as Nyerere rightly stated "has no end". Distance education plays an important role in creating a learning society especially when, despite all efforts, places in the formal school system are still limited. The paper by E.N. Ntirukigwa, Director of the Institute of Adult Education, Dar es Salaam, on Distance Education informs on the Tanzanian efforts to give all those who have or had not enough chances a second chance to continue with their education thus converting the whole country into an "open classroom".

FOOTNOTES

[1] quoted from BREDA, Regional Programme for the Eradication of Illiteracy in Africa (Dakar 1984) p. 5

[2] UIE. Studies on Post-Literacy and Continuing Education 1. R. H. Dave, D. A. Perera, A. Ouane, Learning Strategies for Post-Literacy and Continuing Education: A Cross-National Perspective. Outcomes of an International Research Project of the Unesco Institute of Education organized in co-operation with the German Commission for Unesco (Hamburg 1985). The whole series comprises of five studies. The project in its initial phase received support from the German Foundation for International Development. The Foundation with the permission of the Unesco Institute, now gratefully uses the research results for programmes in Eastern and Southern Africa.

[3] UIE. Learning Strategies p. 31

[4] UIE. Learning Strategies pp. 145 - 150

[5] A. Bordia, Issues in Post-Literacy, in: Learning Strategies pp. 153 - 181

[6] H. S. Bhola, Some Curricular Aspects of Post-Literacy and Continuing Education of Neo-Literates, in: Learning Strategies pp. 185 - 210

[7] R. H. Dave, Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes, in: Issues in Planing and Implementing national Literacy Programmes. Report on an International Workshop 1982 in Madras, edited by Gabriel Carron and Anil Bordia (Unesco/IIEP Paris 1984) pp. 283 - 303.

[8] H.S. Bhola, The Concept of Integration in Literacy and Post-Literacy Programs. The paper was written for the Seminar cum Study Tour on the Tanzanian Approach towards Post-Literacy, Tanzania, 17 to 29 April, 1986.

[9] Z.J.P. Mpogolo, Learning Strategies for Post-Literacy and Continuing Education in Tanzania, from: U.I.E. Studies on Post-Literacy and Continuing Education III. R.H. Dave, D.A. Perera, A. Ouane (editors), Learning Strategies for Post-Literacy and Continuing Education in Kenya, Nigeria, Tanzania and the United Kingdom. Outcomes of an international research project of the Unesco Institute of Education organized in cooperation with the German Commission for Unesco (Hamburg, 1985) pp. 123-216.

Forward with Adult Literacy: Seminar participants answering the welcome committee in Mwika Education Centre (Moshi District). In the centre Zakayo J. Mpogolo and Quedisani Bhila

AIR TANZANIA

Departure from Mwanza. On the gangway John Masuku, Zimbabwe Broadcasting Corporation, followed by Brian Mukasa, Principal, Ranche House College, Charles C. Katiza, Under-Secretary, Ministry of Local Government, Rural and Urban Development, Zimbabwe, and Mathias B. Mtobi, ZIMFEP

PART ONE: GENERAL ASPECTS OF POST-LITERACY STRATEGIES

1. Anil Bordia: Issues in Post-Literacy

Elimu Haina Mwisho
(Education never ends)
Julius K. Nyerere, New Year
Speech of 1970 inaugurating the
Adult Education Year.

INTRODUCTION

The struggle for universal primary education began over a century ago, and practically all the industrialised countries insist on children concluding their secondary education. In Third World countries, however, universal primary education still seems a distant dream. This, and population increase are the main reasons why, despite an improvement in the rate of literacy, the number of illiterates throughout the world has been increasing. Although the Soviet Union launched its adult literacy campaign towards the end of 1919, on the international level adult literacy began to receive attention only after the Second World War, the aftermath of which was marked by the success of liberation struggles in the Third World. Vietnam, China, Cuba and Tanzania, and other countries made mass education the core of their effort at national reconstruction. While illiteracy continues to be a serious impediment for most developing countries, an equally important phenomenon is the emergence of a large mass of literate youth and adults who could play a crucial role in the development of their countries, but do not fully do so. Effective programmes of post-literacy and continuing education would go a long way to solving this problem.

In this paper we shall first discuss the clientele of post-literacy programmes and then the objectives of those programmes. In the third section, Learning Strategies, we will briefly refer to some of the communication choices available to planners and also present a design for the continuity of education from the primary and literacy stages to post-literacy and continuing education. We will then conclude with a short summary.

1.1. POST-LITERACY FOR WHOM?

The question we are raising is: what are the circumstances in which basic education - primary education of children and adult literacy - can really contribute to the well-being of the individual and the family and to national development? Our argument is that, as presently organised in most Third World countries, primary education and adult literacy programmes drain away scarce resources, and there are serious questions as to their impact on the individual, the family, and the community. We further argue that in order to make education a means of mobilizing the masses, much more needs to be done than provide initial instruction.

1.1.1. Primary Education

The primary education figures given in Table 1 reveal a picture of staggering expansion, steep drop-out rates and low rates of transfer. Take, for instance, Indonesia, a country which is attempting to deal with the problem of primary education through the simultaneous expansion of the school system and nonformal programmes. The enrolment in primary education in that country in 1978 was 22 million, constituting a gross enrolment ratio of 94 per cent. However, only 775 persons out of 1,000 enrolled in Class I completed primary education, and only 44.3 per cent of those who completed primary education had the opportunity to pursue education beyond that stage. In Tanzania, where enrolment at the primary stage is one hundred per cent of the relevant age group and where the drop-out rate is also low, only 8.7 per cent of the children who pass the primary stage have the opportunity to pursue secondary education. In India, only 411 out of the 1,000 who enter grade I survive the primary stage (5 years), and about 80 per cent of those who complete the primary stage continue their education to the next stage.

It is evident that economic necessities acting on the family and the restrictive educational system drive out the vast majority of children from school before they complete secondary education.

Of even greater relevance for Third World countries is the problem of deteriorating standards. With rapid expansion. the quality of education has suffered grievously. Some recent research findings in this regard are quite disturbing. On the basis of a comprehensive review of research, Simmons has the following to say:

> "The level of reading comprehension of both ten-year olds and fourteen-year olds in developing countries was surprisingly low. Significant numbers of even the fourteen-year olds had to be considered semi-literate. They did not approach being able to read and understand national newspapers. This is a very disappointing finding since the majority of students who get any education at all in developing countries do not stay in school past the age of twelve or fourteen." (1)

And it is not as if these findings on reading comprehension were unique. The findings on mathematics and science closely correspond to those on reading comprehension. Some very important data have been given in the studies by the International Association for the Evaluation of Educational Achievement (IEA). For example, a comprehensive national survey of the school system in Botswana undertaken by Torsten Husên has revealed that, even after seven years of schooling, the level of language learning by children is so low that they cannot be expected to be self-reliant for further learning. (2)

Several countries (e.g. Indonesia, the Philippines, Thailand, India and Mali) are attempting to organise part-time nonformal education programmes for children who cannot attend school full-time. Since most of the pupils who benefit from nonformal education programmes are engaged in work during the day, providing their families essential economic support or help at home, there is little motivation for the parents to continue their children's education beyond a very basic level. Moreover, nonformal education programmes are often given a step-motherly treatment by policy makers, and standards in these programmes are deplorably low. Consequently, the problems discussed above, i.e.the termination of education upon conclusion of primary stage and the deterioration in quality, characterise nonformal education programmes in an accentuated manner.

Viewed as an essential sequel to literacy programmes, there are four aspects connected with post-literacy on which attention must be focused:

- the fact that in several countries a large number of persons complete literacy courses and have to be provided with post-literacy services;
- there are wide variations in the level achieved by those assumed to have become literate;
- there is enough evidence to suggest that a substantial proportion of persons who acquire literacy skills relapse into illiteracy;
- there is a basic question regarding the use made by literate people of their literacy skills.

A perusal of Table 2 gives an idea of the large numbers involved in the adult literacy programmes. Several other countries have also expressed their intention to launch ambitious programmes, e.g. Zimbabwe, Malawi, Bangladesh and Afghanistan. While most of the countries are conscious of the importance of post-literacy programmes, insufficient financial resources or technical know-how, stand in the way of organising programmes.

Tanzania has established a carefully worked out grading system for testing literacy achievement. Only persons who pass level IV are considered to have become functionally literate. Following the Tanzanian example, Ethiopia has also started to organise national literacy tests; only those persons who pass these tests are considered qualified to take up post-literacy programmes. In most other countries of the Third World, participation in literacy programmes for a specified duration is sufficient for a person to be called literate. Data collected in the course of evaluation of the Experimental World Literacy Programme brought out the wide discrepancy between enrolment and success in the achievement of literacy skills.

Table 1 Enrolment, Drop-out Rates and Transition Rates in Selected Developing Countries (latest year available)

Country	Enrolment in the first level (Total) Latest year	Gross enrolment ratio First level Latest year	Drop-out rates % (1)	Transition rate from the last grade of primary to first grade of secondary
Bangladesh	8,219,313	67	81.1	63.2
Botswana	156,664	93	25.2	29.7
Brazil	20,566,760	88	72.0	93.6
Burma	3,711,464	84	67.9	61.2
Colombia	4,337,607	124	62.9	96.7
Cuba	1,550,323	122	16.8	90.5
Egypt	4,434,557	75	20.8	72.2
Ethiopia	1,811,251	36	n.a.	78.0
India	69,749,657	79	58.9	79.9
Indonesia	22,024,819	94	22.5	44.3
Iraq	2,609,182	117	6.7	96.4
Jamaica	370,516	98	25.5	104.3
Kenya	3,232,000+	99	47.7	44.9
Mali	293,227	28	39.4	67.3
Nepal	1,012,530	69	n.a.	68.0
Nicaragua	363,781	85	72.2	94.7
Nigeria	9,485,300+	79	n.a.	251.5
Somalia	271,139	50	n.a.	20.0
Sudan	1,427,959	52	25.0	44.2
Tanzania	3,359,966	100	15.9	8.7
Venezuela	2,456,203	108	32.4	83.8
Vietnam	7,923,495	122	n.a.	89.9
Zambia	980,406	98	19.4	18.8
Zimbabwe	883,059	97	n.a.	n.a.

+ Estimate

(1) Drop-out rates have been computed on the basis of the proportion of those reaching the final grade of first level education disregarding both the differences in number of grades and repeaters in different grades in different countries.

For other notes and remarks refer to Appendices 1, 2 and 3.

Source: Paris: Unesco, Office of Statistics.

1.1.2. Adult Literacy

It is perhaps true that due to the attention adult literacy has received in the last few decades its importance is universally acknowledged. It should, however, also be noted that it is mainly in the countries committed to bringing about fundamental changes in the socio-economic system that successful campaigns have been organised and programmes developed for the continuing education of neo-literates. Some examples of this are Vietnam, China, Cuba, Burma, Tanzania, Ethiopia, and Iraq (3). The situation is quite different in countries which are not similarly committed to genuine social, political, and economic change. These countries have yet to organise successful literacy programmes, particularly programmes which aim at involving people in development schemes. Systematic organisation of post-literacy programmes in these countries is an even more critical issue.

Table 2 Illiteracy Rates and Literacy Programmes in Selected Developing Countries

Country	Projected illiteracy rate (1980)	Size of the literacy programme in the peak year		
		No. of classes	Enrolment	Peak year
Brazil	24.5	n.a.	1,647,510	1980
Burma	30.3	90,404[1]	397,370	1971
Cuba	n.a.	268,420[1]	707,000	1961
Egypt	45.7	962	28,319	1978
Ethiopia	95.2	35,000	5,400,000	1979
India	59.7	130,000	3,640,000	1978
Indonesia	33.1	60,000	600,000[2]	1980
Jamaica	11.3	10,000	96,928	1973
Nicaragua	33.5	200,000[1]	850,000	1979
Somalia	94.8	25,000[1]	1,500,000	March 1973 to June 1975
Tanzania	52.5	140,000[2]	5,819,612	1977

[1] Volunteers [2] Rounded figures

Sources: Unesco in regard to projections of illiteracy, and publications and papers of the governments concerned regarding the rest of the data.

Table 3 Enrolment and Success in Literacy Programmes (rounded figures)

Country	Initial enrolment	Examinees	Pass
Tanzania	466,000	293,600	96,900
Iran	97,400	46,900	13,900
Ethiopia	36,800	21,700	9,300
Ecuador	17,500	10,000	4,100
Sudan	7,400	2,400	600

Source: The Experimental World Literacy Programme: A Critical Assessment. Paris: Unesco, 1976.

Unfortunately,not many studies have been made on the retention of literacy. Roy and Kapoor, taking a sample from the programme organised by Literacy House, Lucknow (in northern India), came to the conclusion that there is a negative correlation between the duration of the literacy course and the standard reached on the one hand and the probability of relapse on the other. Taking samples of persons who had completed literacy courses three to ten years prior to the research undertaken, they came up with the following data:

Table 4 Percentage loss of literacy skills

Samples	Loss of literacy skills per cent
Literacy samples	45.4 (overall average)
Rural literacy males	49.6
Urban literacy males	35.5
Rural literacy females	51.3

Source: Roy, P. and Kapoor, J.M. *The Retention of Literacy* New Dehli: The Macmillan Company of India, 1975.

Keeping in view the low level of the skills acquired in literacy courses, the fact that the general milieu fails to promote the retention of literacy, and in view of the inadequacy of post-literacy programmes, this situation is by no means unique to northern India.

The use made of literacy by learners and its impact on them, their families, and the community has not yet been made the subject of much systematic research. The EWLP (Experimental World Literacy Programme) evaluation team looked at this aspect in some detail. They concluded that from the point of view of new literates' "insertion into the milieu", or their mastery of the milieu, there were clear indications of this happening, although not enough evidence was available to speak in precise terms. In several instances they coud see "the beginnings of a new social dynamic involving a redistribution of socio-economic initiative" (4). Roy and Kapoor observed that there was a great deal of non-use of reading skills. According to them, this situation came about because reading material suitable for new literates was not available, and there was little to motivate the learners to continue their learning (5). Use of literacy skills depends on the confidence of the individual and on needs arising for him to use those skills. As we observed earlier, the level of literacy is generally rather low, and there are few occasions when a new literate *has to* use the skills.

1.1.3. Post-literacy Clientele - A Wider Perspective

Behind the emphasis on primary education and adult literacy are the assumptions that during these programmes learners do acquire basic educational skills, and that these skills are indispensable for both the personal development of the individual and the role he can play as a member of his family and within society. In other words, it is believed that through basic education a person secures access to much wider opportunities of learning; that he is able to take better care of himself and his family; that as a worker he is more productive, and that he is able to play a discriminating and constructive role in his environment and within society, as well as in civic and political life.

The extent to which these expectations are fulfilled depends on the duration and the quality of the education received, on the opportunities for continuing education, and on the environment in which the graduates of the basic education programmes live. It is generally acknowledged that expansion of educational programmes has been at the expense of quality. Competences achieved in primary education vary vastly from country to country, and within each country. But it is clear that if full benefits are to be derived from primary education, the children who complete that stage must be provided with diversified choices for continuing their education. Similarly, if widespread relapse into illiteracy and the stagnation of skills acquired during literacy programmes are to be prevented, immense emphasis must be laid on the systematic organisation of learning and on action programmes suited to the social, cultural, and occupational needs and interests of the new literates.

The clientele of post-literacy is illustrated in Figure 1, which also shows the exclusiveness of the formal system of edu-

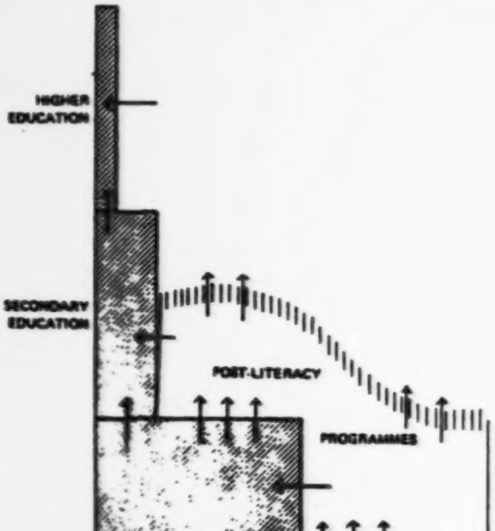


Figure .1 Clientele of Post-literacy

cation as it exists in most countries at present and the need to view the entire education system as an inter-connected whole with scope for lateral entry into the formal system and possibilities for upward movement available to all. The figure also attempts to present the idea of literacy and post-literacy programmes as an accessible continuum.

Bearing in mind the fragmented and sectoral approach in educational planning, we should stress the need to organise learning opportunities for young people who have left primary education as well as the need to organise programmes for adults who have completed literacy courses. By the time children complete primary education, particularly in the rural areas, they have become part of the adult world. In fact, the adults themselves suggest that preference in post-literacy programmes should be given to young people who have left primary schools. Secondly, the concern of educational planners is universal literacy. This purpose cannot be served as long as a significant percentage of graduates of primary education keep relapsing into illiteracy. Thirdly, it is simply not practical to organise post-literacy programmes, such as library or radio forums, exclusively for those who have benefited from adult literacy classes. Nor is it possible to organise separate post-literacy (or continuing education) programmes for different categories of persons. The effort should be to involve in such programmes all who can benefit from them. And, finally, an environment for lifelong education and purposeful use of literacy can be created only if post-literacy and continuing education programmes are not fragmented. As Unesco's recommendation on this subject put it: "for full development of the human personality, particularly in view of the rapid pace of scientific, technical, economic and social change, education must be considered on a global basis and as a lifelong process." (6)

1.2. THE PURPOSE OF BASIC EDUCATION AND LITERACY PROGRAMMES

1.2.1. Some Assumptions Behind Programmes of Basic Education

We should first ask: what is the purpose of primary education and literacy programmes? Much has been written on this subject, and it is not our intention here to enter into a debate on the objectives of education, particularly basic education. Nor do we wish to take a rigid view in this regard; rather we hope to present a set of assumptions generally acceptable to countries with different socio-political systems and to educationists with different philosophical positions. There is wide agreement on what is expected from primary education and adult literacy in respect of the following points:

Self-Reliance in Learning

The supposition is that the level of literacy at completion of primary education or adult literacy courses is sufficient for essential reading, writing, and numeracy needs. This is the assumption behind the universal concern about deteriorating standards in primary education and insufficient achievement among pupils. The increasing emphasis among planners of adult literacy programmes on the level of achievement in a particular period rather than on the level of participation is also explained by this assumption.

Viewed as a Stage in a Learning Continuum

It is universally recognised that learning organised for pupils during primary education or adult literacy courses can only partially equip them for their needs. Continuing education is, therefore, presupposed in the organisation of these programmes. In several countries, provision exists for the large-scale transition of pupils from the primary stage to the secondary stage; there is also often provision for persons who have participated in adult literacy programmes to move on to systematically organised complementary education (as in Vietnam) or to other, similar programmes. Even in countries where such provisions do not exist, the hope is that these learners might continue their education somehow.

Utilization for Development

Another universal assumption is that primary education and adult literacy should promote development - of the individual, the family the community, and even of the nation itself. Without necessarily going into questions of cause and effect, educational planners accept a correlation between poverty and illiteracy. Several countries have included primary education and adult literacy as a part of the minimum needs programme for amelioration of the condition of the masses. World Bank and UN agencies recognise literacy as one of the indicators of the level of development. In some countries, it is specifically pointed out that literacy would facilitate transfer of technology to the persons who have remained deprived of its benefits. The Sixth Five Year Plan of India calls this the "techniracy" dimension of basic education (7).

Communication and Participation

The assumption here is that literacy should not only enable a person to continue education and lead to individual and social development, but should also eliminate the barriers which exist between the illiterates and the world of communication. In his novel, *Gora*, Rabindranath Tagore presented a touching portrait of what Paulo Freire was later to call "the culture of silence". The point which Tagore makes is that the traditional forms of culture, rich and lively though they are, tend to be one-sided; the illiterate person seldom participates in dialogue (8). Whether this communication is a purely personal affair, (writing letters, for example) or a means of individual and group assertion, it is taken to be an essential aspect of a literate culture.

In their continuing search for suitable primary education and viable programmes of adult literacy, the countries of the Third World have, when formulating their plans, to keep in view the four assumptions referred to above.

1.2.2. Implications

These assumptions have three distinct implications for the planning of primary education and adult literacy programmes. First, determined efforts have to be made to ensure a high level of literacy achievement in these programmes. Apart from improved teacher training, use should be made of systematic learner evaluation for improved achievement. The technique adopted in Tanzania for raising the standards of primary education and adult literacy holds tremendous promise. Competencies are specified and curricula related to these, and individuals must achieve these competencies before graduating from primary school or an adult literacy course. The second point in this regard is the need to insist on the integration of the curriculum of primary education and adult literacy with the life and work of the learners, "reading the text from reading the context", as Paulo Freire has said (9). To the extent that this is successful, motivation of learners would be facilitated, application of learning to practical situations helped, and interest sustained in continuing education. While the importance of these two points is generally recognised, the third point tends to get neglected. This point involves inculcating in primary education and adult literacy courses a spirit of preliminariness, and an awareness among the pupils of the indispensability of continuing education. This is very important because it is not enough to organise programmes of post-literacy; it is at least as important to create among learners a receptive mentality for it.

1.2.3. Programme Objectives for Post-Literacy

The assumptions behind primary education and adult literacy programmes, as well as the facts regarding their quality, must determine the purpose of post-literacy programmes. By and large, the following elements may serve to describe the purpose of such programmes:

Remediation

Because of the growing emphasis on organising adult literacy programmes in the form of short-duration campaigns, it is difficult to achieve satisfactory standards. Similarly, duration and quality of primary education vary widely - not only transnationally, but also within countries. Therefore, one of the purposes of post-literacy must be to remedy the deficiency of primary education and adult literacy programmes.

Continuation

This refers to retention, reinforcement, and stabilization and upgrading of literacy skills , and to the improvement of functional skills. Traditionally, this is the principal function of post-literacy. It must continue to be the focus of attention.

Application

Normally, the improvement of literacy and functional skills should lead to their application in living and working situations. Application has to be encouraged by positive measures, e.g. by the provision of the necessary inputs to supplement knowledge concerning the improvement of agricultural practices, the provision of family planning aids along with an understanding of the importance of their use, etc. Through application of literacy, people begin to participate in the development process.

Communitization

The process of positive socialization and the use of communication skills for individual and group assertion may be called communitization. It may take the shape of group action for the improvement of the environment, or of vitalization of community forums and popular organizations for securing social justice. Communitization is the means by which the individual acquires a new identity.

1.3. LEARNING STRATEGIES

In this section, we stress the importance of a learning environment, indicate some of the communication choices available for this purpose, and then present a matrix of learning sequences to aid the planners.

1.3.1. Learning Environment

More than any other factor, environment determines learning. In the first place, the individual should feel that he *needs* to continue learning. Women whose spouses are far away need to improve their literacy in order to correspond with them. Persons learning a skill which requires a certain level of literacy feel *impelled* to attain that level. Need or motivation for learning is, indeed, well accepted as a very important consideration in the planning of educational programmes. Closely related to need and motivation is a second factor in the learning environment, namely the extent to which the individual has the *opportunity* to continue learning. A real opportunity is one within his reach; expense, inconvenience of time and location, unsuitability to taste, etc. should not stand in the way of his availing himself of the opportunity to learn. For opportunity to be really accessible, mere availability may not be enough; po[illegible]e steps to secure participation might be necessary. For exa[illegible] a village library which contains books and periodicals of [illegible]est and is open at the time when readers can be expected to have leisure often remains unused by most of the villagers. If, however, the library worker visits the homes of prospective readers and draws their attention to something interesting, and if he is furthermore willing to help if the neo-literate falters, then the latter is much more likely to succeed. Need as well as opportunity can be naturally enhanced if there is a *stimulus of social and economic development*. This is the third and perhaps the most important point. Learning and literacy cannot grow in a stagnant situation. Linkage of learning and development gives vitalita, a dynamic potential, to both.

In the creation of a learning environment, use should be made of all kinds of educational and developmental activities. Formal, nonformal and informal education programmes (10) as well as apparently non-educational activities can make a mutually supportive network to promote learning and the well-being of the learners.

1.3.2. Communication Choices

A learning environment does not come about simply by chance; it has to be planned and organised, particularly in societies marked by technological backwardness and an inheritance of widespread illiteracy. This cannot be done by resorting to one type of programme or employing one medium; nor can it be organised all at one time. A variety of communication options, generally in conjunction, have to be explored. We mention below the main options available.

The Printed Word

Post-literacy is sometimes treated as synonymous with the stabilization of, and further building upon, the literacy skills acquired during initial basic education. Although retention and use of literacy skills are not the only purpose of post-literacy programmes, they are nonetheless an indispensable aspect of them. Consequently, the printed or written word appropriately has a centrality among the media available for post-literacy. Apart from the fact that use of this medium is essential for retention of literacy, the printed word has other merits also. The variety of ways in which it can be used makes it suitable for varying circumstances. Apart from books, journals, newspapers, posters, etc., this medium lends itself to effective use even when printing and paper resources are scarce. In some parts of India, the exteriors of walls are used to write things with which the villages are already familiar. A community blackboard, on which local and national news are written daily, can also serve a useful purpose.

Technological Communication

One may not quite agree with McLuhan's assertion that the new media have done away with the need for literacy, yet one can hardly exaggerate the importance of media such as radio, television, and film. The problem with these media is that they are controlled by commercial establishments or by the State machinery; therefore, they tend to be "used" by those who control them. However, these media are already exerting an immense influence, and, when used with well organised listening groups, can be a most valuable tool for continuing education. In Pakistan, television is used for teaching literacy as well as for post-literacy purposes. Educational broadcasting in that country has captured the imagination of policy-makers and is being used as an important tool of mass education. Television and radio programmes are linked with simple booklets on agriculture, home management, nutrition, health-care, etc., and this media mix is proving to be most effective (11). Mention should also be made here of the extraordinary Radio Educative Rurale of Senegal, which has shown how radio can intervene in rural life and produce dialogue between villagers and national leaders. In this programme, the villagers address letters to national leaders, bringing to their knowledge the corruption and inefficiency in the field programmes. The leaders in turn have the letters studied and make broadcasts in response to them (12). Films are used with great effect in socialist countries to mobilize and inform the people. Although successes have been had in practically all parts of the world, we seem to be quite far from a "popularization" of these media - there is instead preoccupation in most Third World countries with using them commercially and for urban entertainment; and owing to the expense involved in media like TV, films, and slides, these countries have restricted their use.

Correspondence Education

Referring to the usefulness of this media, Renée Erdos says:

> "Relatively cheap means of instruction to cover a bigger student body is, however, not the only advantage of correspondence instruction. Without requiring the students to have any more complicated equipment than paper and pen it can reach them wherever they live. They can study at whatever time is convenient to them, and can work at their individual paces. This very flexibility makes possible education for many who would not receive it in any other way." (13)

The case of Tanzania best illustrates the potential of this method. In that country,only a small proportion of the persons who complete primary education can move to the secondary education stage through the school system (Table 1). Those who cannot, as well as those who have completed the literacy course, have the option of continuing their systematic education through correspondence. The courses are in political education, languages, commerce, history, etc. The deficiencies of the postal system are made up for by an *ad hoc* courier service. Correspondence education is one of the most important means by which Tanzania provides an universal opportunity for continued education. Several other countries have started experiments such as open schools and a variety of other open-learning programmes combining radio with correspondence courses.

Folk and Traditional Media

These include folklore, folk theatre, ballads, puppetry, and the traditional crafts. It is through these media that the people, particularly in the countries of Africa and Asia, have retained their tradition of learning, cultural identity, and system of values. One of the unfortunate aspects of modern education is that it displaces traditional learning, and one of the critical issues in post-literacy is: how can the oral and folk forms of learning grow side by side with modern literate and scientific education? Although some individuals and institutions have been exploring ways of accomplishing this, Mathur has given an elaboration of this theme which, perhaps, contains the best explanation of the potential of these media in the modern context. Mathur contends that the vitality of the folk media can get scuttled if they are manipulated to communicate the messages which seem of obvious relevance to governments. He favoured support and freedom for these media, which, he says, have sufficient dynamism to adjust to modern times and even respond to modern challenges (14). On the other hand, there are several attempts at "use" of the folk media for developmental purposes. Ross Kidd has referred to numerous examples of the use of folk theatre for conscientisation and community development activities (15). Traditional forms of cultural expression were also used for delivery of modern messages in Cultural Group's Community education programme in the People's Educational Association of Ghana (16). These latter examples raise the question of the preservation of cultural heritage and the problems that can arise due to well-intentioned intervention by "specialists" with western orientations.

Functional Training

This is important for the improvement of the socio-economic condition of the participants and for the fulfilment of national objectives such as higher agricultural production, afforestation, family planning, improved nutrition, etc. The courses can be as short as 3 days (to explain about an impending locust menace) or as long as several months (for learning new vocational skills). An important aspect of this is the need to raise the technological level in the rural areas and to systematically introduce devices which can reduce hardship and drudgery in the lives of the rural populace, particularly of women (smokeless ovens, bio-gas, solar cookers, etc.). There are several interesting experiences which illustrate the issues connected with functional training. One of them is the Khitpen-man concept developed in Thailand. Supposedly based on Buddhist philosophy, in practical terms this enables groups of villagers to organise vocational, health, and handicraft courses. The longer courses are divided into units, which, like the semester system, give credits to learners; the learner can therefore temporarily discontinue the course if necessary (17). Influenced by the folk high schools of Denmark, several countries are organising residential programmes for functional and general education, e.g. Folk Development Colleges in Tanzania, Vidyapeeths and Krishi Vijnan Kendras in India, and Community Skill Training Centres in Ethiopia.

Physical Culture and Recreation

These, too, are significant aspects of continuing education and should not be ignored. For example, yoga can become a means for much healthier living and for securing a much better control over one's faculties. Community physical exercises in China keep the people fit, help them to relax, and promote community harmony. Similarly, various forms of recreation can also help in promoting learning and community fellow feeling. This is an area in which little work has been done in Third World countries. (The Prague-based European Centre for Leisure and Education has undertaken several studies which have relevance mainly to the socialist and industrialised countries.)

1.3.3. A Matrix of Levels and Activities

Based on an analysis of the situation in primary education and adult literacy, on the objectives and scope of post-literacy programmes, and on this brief review of some of the choices available for the organisation of post-literacy activities, we attempt below to present a matrix of possible post-literacy programmes corresponding to levels of basic education. Some assumptions and clarifications in this connection should be stated first:

(1) In categorising and describing the levels we have drawn heavily on Ora Grebelsky (18) and Y.O. Kassam (19). Essentially, this is to help educational planners and administrators in the Third World countries promote education and to build upon a given situation.

(2) Owing to the vast variations in achievement at the level of basic education, the establishment of correspondences between nonformal adult literacy programmes and primary education is, in some ways, arbitrary. Curriculum designers for both these types of programmes would claim, and rightly so, that they comprise a great deal more than acquisition of literacy skills. A more refined and precise matrix could doubtlessly be developed by someone better qualified than the present author. Meanwhile, we have been encouraged to attempt to establish correspondences between adult literacy and primary education by a number of authorities, including the evaluation team of the Experimental World Literacy Programme (EWLP) (20).

(3) There are some literacy programmes which last much less than 150 hours or 6 months. Some well-known educational authorities have claimed that high motivation among learners, improved instructional methods, and the correlation of learning with politics or work can lead to a satisfactory level of literacy in much less time (21). In indicating the numbers of hours of adult literacy programmes, we are:

- assuming an average level of motivation and instructional methods;
- assuming that continuous attendance is not common; and,
- recognising the trend towards longer courses.

(4) Indications regarding literacy and numeracy achievement refer mainly to adult literacy

Table 5 Matrix of Levels of Basic Education and Post-literacy Programmes

Stages	Description	Duration or level		Literacy/Numeracy achievement	Post-literacy activity suitable	Type of programme corresponding to suitable activity
		Adult literacy	Primary education			
I	Semi-literacy	150-200 hrs	Class I or II	- recognition of alphabet and words - halting reading ability - writing of simple words - recognition and writing of numbers	- literacy of Stage II - group discussion around basic functional and occupational problems, using written or printed material where possible	- regular literacy classes - self study - group work
II	Partial literacy	300-350 hrs or about 1 year	Class III or IV	- reading of simple sentences with comprehension - writing of simple short sentences - counting up to 1000 - addition and subtraction of two-figure numbers	- literacy of Stage III - beginning with study and discussion around information sheets - preparation of work plans and attempt to write them - group reading	- literacy classes with intervals - introduction to new literate magazines and simple books - group work and projects, including preparation of written plans
III	Elementary literacy	500-550 hrs or about 2 years	Class V or VI	- reading fluently and with understanding texts written in the spoken language - writing of messages, letters and small compositions - addition, subtraction and multiplication of three-figure numbers and division of two-figure numbers	- literacy of Stage IV - group reading followed by discussion - preparation of posters and handwritten newspapers - drafting of work projects of individual and family - reading of extension literature	- continuation of literacy classes with wider intervals and emphasis on self-study - organisation of village library and circulating books, magazines and newspapers - group work projects based on properly written projects

Stages	Description	Duration or level		Literacy/Numeracy achievement	Post-literacy activity suitable	Type of programme corresponding to suitable activity
		Adult literacy	Primary education			
IV	Functional literacy	More than 2 years, sometimes stretching to 4 years	Class VII or VIII	- reading with interest small books, extension literature and newspapers - writing of complex sentences, expansion of vocabulary and writing of applications to officials or loan giving agencies - solving simple arithmetic problems, keeping of daily records	- practising literacy and numeracy skills, and progress in the chosen direction - study and discussion of extension literature with extension workers - writing of new literates' reading material, with illustrations - regular reading of magazines and newspapers - preparation of village projects	- correspondence education - regularly reading books and magazines from library - regularly writing news on village blackboard or wall newspaper - establishment of village museum or science centre - village development projects - involving village community in learning programmes and action projects

classes and are based on studies undertaken in respect of the Tanzanian programme. This also holds true, more or less, of the situation in India. As the IEA (International Association for the Evaluation of Educational Achievement) studies have shown, there is so much variation in achievement at the primary level that precise statements in this respect are difficult.

(5) In suggesting post-literacy activities and types of programmes that may be undertaken, we have deliberately emphasised literacy (including numeracy) and functionality. These are likely to have universal acceptance and are comparatively easy to transform into curricular units. This is not to say that other activities, such as conscientisation programmes, the creation of popular organisations, use of media such as TV and radio, and cultural activities are to be given less importance.

In addition to the assumptions already stated, the matrix suffers from other limitations as well, the most important being the fact that the process described in it refers only to the quantitative aspects and tends to exclude the qualitative aspect. However, attempting a range definition rather than a point definition and providing the quantitative presentation may aid educational planners in viewing literacy and post-literacy as a continuum and in developing relevant post-literacy programmes, given a certain literacy level. The matrix may not exactly correspond to any country, but the process indicated in it may serve a purpose when actual plans are being prepared.

1.4. A RESUME FOR PLANNERS

Those responsible for the planning of universal primary education (UPE) have not begun to incorporate continuing education programmes into the principal programme. Consequently, after children complete the primary stage, they may either remain in the channel of formal education, or develop their basic education skills on their own. In fact, in educational systems in Third World countries, the children are either pushed out well before they complete secondary education, or their achievements are so low and opportunities for continuing education so scare that the primary education they have acquired is of little use. As far as post-literacy is concerned, this is seen as a second stage in the planning of literacy campaigns. It is not always recognised that, since the literacy campaigns have to continue for several years (leaving aside countries like Cuba and Nicaragua, which have comparatively small populations) literacy and post-literacy programmes have to proceed side by side. Therefore, from the point of view of planning, post-literacy should be seen as an integral part of literacy, rather than an adjunct.

It must be realised that no type of programme, no particular medium, is essentially better than another, and all those venturing to organise these programmes must do so with the greatest humility, in a spirit of exploration and adventure. This much seems certain: the possibilities of what can be done are so vast and so momentous that no single medium can do them full justice - efforts must be made to use the various media in such a manner that a new system of learning is created.

The organisation of research has to form part of the planners' responsibilities. Post-literacy of the kind referred to in this paper provides an unlimited scope for research. An immediate need is for preparation of good case studies of existing programmes; with two requisite modifications for the respective countries, these programmes could serve as models, as well as providing material for discussion. Another important area which calls for urgent attention is a study of the retention and use of basic educational skills. It is not improbable that research on this subject would induce those responsible for educational policy and planning to take a fresh look at their assumptions regarding UPE and adult literacy. Such research might reveal that, the way these programmes are presently organised, they make only a marginal difference to the status of the poor and educationally deprived. This may lead to a search for more effective and relevant programming and to concentration on post-literacy. Still other areas which call for the attention of researchers are group learning and the interrelationship between cognitive learning and action. There is a tendency among educational planners to emphasize group learning (e.g. an adult education centre or a learning group in nonformal education); to what extent is this justified? Also, it is stressed that learning should lead to action, but what is the actual relationship between the two? What type of learning environment is most likely to lead the learners to action, and so on?

The path from rather unsatisfactory basic education to systematic arrangements for lifelong learning may seem the vision of an idealist. However, the fruitfulness of the programmes of universal primary education and adult literacy depend upon the realisation of this vision. The stakes are high; for we are talking about nothing less than the transformation of the way of life of the people, giving to them a new dignity and the hope of a new world.

Appendix 1. Average Annual Growth Rate of Enrolment in Primary Education in Selected Developing Countries

Country	Latest year	First level enrolment			Average annual growth rate (%)			Gross enrolment ratio		
		1960	1970	Latest year	1960 to 1970	1970 to latest year	1960 to latest year	1960	1970	Latest year
Bangladesh	1979	-	5 283 787	8 219 313	-	5.03	-	-	52	67 (1978)
Botswana	1979	36 237	83 002	156 664	8.63	7.31	8.00	36	64	93 (1979)
Brazil	1977	7 477 053	12 812 029	20 566 760	5.53	7.00	6.13	100	125	88 (1976)
Burma	1977	1 601 299	3 177 739	3 711 464	7.09	2.24	5.07	56	87	84 (1977)
Colombia	1979	1 690 361	3 286 052	4 337 607	6.87	3.13	5.08	77	103	124 (1978)
Cuba	1979	1 029 963	1 530 376	1 550 323	4.04	0.14	2.18	107	121	122 (1976)
Egypt	1979	2 663 247	3 794 911	4 434 557[1]	3.60	1.75	2.72	66	72	75 (1979)
Ethiopia	1979	250 459	655 427	1 811 251	10.10	11.96	10.97	7	17	36 (1979)
India	1977	32 459 000[2-3]	57 045 441	69 749 657	5.80	2.91	4.60	42	73	79 (1979)
Indonesia	1978	8 955 098	14 870 220	22 024 819	5.20	5.03	5.13	60	78	94 (1978)
Iraq	1979	760 463	1 098 865	2 609 182	3.75	10.09	8.70	67	69	117 (1978)
Jamaica	1978	247 983	376 075	370 516	4.25	0.19	2.26	100	119	98 (1977)
Kenya	1978	781 295	1 427 589	3 232 000[3]	6.21	10.75	8.20	47	60	99 (1978)
Mali	1978	64 902	203 703	293 227	12.12	4.66	8.74	10	24	28 (1978)
Nepal	1979	124 921	389 825	1 012 530	12.05	11.19	11.64	10	26	69 (1979)
Nicaragua	1979	162 330	285 285	363 781	5.80	2.80	4.34	62	83	85 (1978)
Nigeria	1977	2 912 617	3 515 827	9 485 300[3]	1.90	15.23	7.19	42	37	79 (1977)
Somalia	1979	22 900	42 700	271 139	6.43	22.80	13.89	7	8	50 (1979)
Sudan	1979	343 500	825 620	1 427 959	9.17	6.28	7.79	20	38	52 (1979)
Tanzania	1980	545 300	922 083	3 359 966	5.39	13.80	9.52	31	39	100 (1979)
Venezuela	1979	1 222 978	1 769 680	2 456 203	3.76	3.71	3.74	100	94	108 (1978)
Vietnam	1979	-	7 092 421[4]	7 923 495	-	1.24	-	-	-	122 (1977)
Zambia	1979	287 536	694 670	980 406[3]	9.22	3.90	6.67	42	91	98 (1976)
Zimbabwe	1976	494 000	736 508	883 059	4.07	3.07	3.70	102	100	97 (1976)

[1] Excluding Al Azhar University [2] Enrolment I to VII [3] Estimate [4] Data for N+S

Source: Paris: Unesco, Office of Statistics

Appendix 2 Transition Rate from Primary to Secondary Level of Education in Selected Developing Countries

Country	Latest year	Enrolment in the first grade of the second level			Enrolment in the last grade of the first level			Transition rate			Remarks
		1970	1975	Latest year	1970	1975	Latest year	1970	1975	Latest year	
Bangladesh	1978	-	605 233	625 610	552 238	1 080 583[1]	989 129	-	56.0	63.2	1=1976
Botswana	1979	2 909[1]	4 295	5 449	6 913	14 449	18 319	42.1	29.7	29.7	1=1973
Brazil	1977	791 203[1]	834 324[1]	984 362[1]	2 127 476	980 109	1 051 767	37.2	85.1	93.6	1=NET
Burma	1977	172 881[1]	238 845	237 438	320 670	338 492	387 855	53.9	70.6	61.2	1=NET
Colombia	1979	262 567	327 566	461 215	309 743	426 207	477 137	84.8	76.9	96.7	
Cuba	1978	63 971[1]	150 600	252 094[1]	124 135	240 353	278 627	54.0	62.7	90.5	1=NET
Egypt	1979	310 148	479 795[1]	439 689[1]	541 948	673 305	609 365	52.7	71.3	72.2	1=NET
Ethiopia	1979	39 947	76 587[1]	103 417	68 706	98 891	132 573	58.1	77.4	78.0	
India	1977	5 329 260[1]	6 268 389	6 888 723	6 623 731[1]	7 848 656	8 619 679	80.5	79.9	79.9	1=NET
Indonesia	1978	376 800	606 938	875 176	1 348 755[1]	1 594 727	1 974 898	27.9	38.1	44.3	
Iraq	1979	61 117[1]	125 664[2]	285 576	121 474	186 296	296 121	50.3	67.5	96.4	1='72/2=NET
Jamaica	1978	47 816	53 918	58 107	n.a.	51 805	55 667	-	104.1	104.3	
Kenya	1977	41 043	73 690	106 496[1]	163 851	227 439	237 140[1]	25.0	32.4	44.9	
Mali	1977	6 529[1]	12 286[1]	20 504[2]	22 072	23 797	30 478[3]	29.6	51.6	67.3	1=NET/2='77/3='78
Nepal	1979	30 785	96 357[1]	129 434	n.a.	109 196	190 372	-	63.5	68.0	1='76
Nicaragua	1978	16 270	23 034	26 849	18 023	26 640[1]	28 350	90.3	86.5	84.7	1=1976
Nigeria	1977	96 045	n.a.	134 766	63 278	n.a.	53 581[1]	154.2	-	251.5	1=1973
Somalia	1979	5 573	2 076	7 198	7 164	10 472	35 830	77.8	19.8	20.0	1=1976
Sudan	1979	34 496[1]	78 027	84 319	42 045	158 151	190 898	82.0	49.3	44.2	1=NET
Tanzania	1979	10 393	13 700	17 239	71 213	157 090	197 261	14.6	8.7	8.7	
Venezuela	1979	97 144	196 444[1]	226 455[1]	179 799	240 201	270 182	54.0	81.8	83.8	1=NET
Vietnam	1979	n.a.	1 001 269	1 105 433	n.a.	1 100 203[1]	1 229 728	-	90.3	89.9	1=1976
Zambia	1979	15 175	21 462	23 261	67 222	99 693	124 002	22.6	21.5	18.8	
Zimbabwe	n.a.	n.a.	-	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	

NET = Excluding repeaters

Source: Paris: Unesco, Office of Statistics

Appendix 3 Survival in Primary Education in Selected Developing Countries (latest year available)

Country	Cohort starting in	Proportion of cohorts reaching grade								
		1	2	3	4	5	6	7	8	9
Bangladesh	1974	1000	433	323	248	189	-	-	-	-
Botswana	1977	1000	968	947	896	845	779	748	-	-
Brazil	1973	1000	543	462	394	350	304	291	280	-
Burma	1972	1000	865	640	461	321	-	-	-	-
Colombia	1973	1000	686	559	408	371	-	-	-	-
Cuba	1975	1000	967	740	917	876	832	-	-	-
Egypt	1976	1000	954	936	911	857	792	-	-	-
India	1969	1000	677	567	481	411	-	-	-	-
Indonesia	1977	1000	981	956	898	827	775	-	-	-
Iraq	1977	1000	979	973	973	962	933	-	-	-
Jamaica	1975	1000	1000	997	958	881	745	-	-	-
Kenya	1976	1000	857	802	688	616	573	523	-	-
Mali	1977	1000	901	851	785	691	608	-	-	-
Nicaragua	1977	1000	587	482	400	327	278	-	-	-
Sudan	1970	1000	981	933	916	894	750	-	-	-
Tanzania	1974	1000	963	938	897	859	841	841	-	-
Zambia	1975	1000	1000	1000	991	815	815	803	-	-

Source: Paris: Unesco, Office of Statistics

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Seminar participants with the Paramount Chief of the Massai

Seminar participants on a field at Mwika Education Centre. Agriculture as part of the Post-Literacy programme.
In the centre Q. Bhila (left) with Jumanne M. Mayoka, Chief Coordinator Curriculum and Materials Development, Ministry of Education, Tanzania

2. H.S. Bhola: Some Curricular Aspects of Post-Literacy and Continuing Education of Neo-Literates

INTRODUCTION

The challenges facing planners of literacy, post-literacy, and lifelong education in the 1980s are complex. The tide of illiteracy must be stemmed. The more than 815 million illiterates in the age group 15 years and older alive today , most of them in the Third World, must be made literate. Neo-literates (new literates, or the newly literate, as they are also called) of all ages must be enabled through suitable post-literacy and continuing education programmes to retain and strengthen their literacy skills. Lastly, and most importantly, all readers - young and old, male and female, those graduating from schools, and those coming out of adult literacy classes - must be enabled to apply their literacy to personal growth, economic advancement, political participation and social innovation.

The neo-literate today is neither a hypothetical creature nor a figment of the literacy planner's imagination. Elementary and secondary schools are producing armies of "school leavers" who need to be served through appropriate continuing education programmes. Adult literacy programmes and various nonformal education projects for adult men and women are now producing multitudes of neo-literates who have urgent informational and educational needs which must be met through well-defined post-literacy programmes.

2.1. THE EXTENT AND COMPLEXITY OF CURRICULAR ISSUES IN POST-LITERACY AND CONTINUING EDUCATION OF NEO-LITERATES

The curriculum development approach provides a useful perspective for an analysis of the means and ends involved in the provision of post-literacy and continuing education programmes for neo-literates. Indeed, these programmes will be experienced by neo-literate adults as curriculum and curriculum materials. Curriculum development is therefore central.

Curriculum development also provides a significant perspective for those working in post-literacy and continuing education. In the out-of-school settings of post-literacy and continuing education programmes, curriculum implementation is inseparable from curriculum development. Post-literacy workers have to do a great deal of curriculum development in local settings in order to serve specific local needs. Normative, pedagogical, institutional and technological issues are involved. Therein lies the challenge of curriculum development in post-literacy and continuing education in the perspective of lifelong education.

In Table 1, we have displayed in the left-hand column the typical dimensions of the curriculum development process identified by curriculum specialists; in the right-hand column we have listed the instructional structures, learning strategies, instructional media, techniques, and materials that must, typically, be part of the concern of those planning post-literacy and continuing education programmes. A simple process of permutations and combinations between the two lists should indicate the enormity and complexity of curricular issues involved in the area.

As indicated earlier, the curriculum development questions are at the same time normative, pedagogical, institutional and technological. The dimensions A to E in the left-hand column in Table 1 relate to the structures, strategies, media, techniques, and materials listed in the right-hand column in many different and special ways. Take the example of *newspapers*. Questions are many: Is it the intention to create a "newspaper with rural interest in order to assist the rural masses in relating to the outside world? Or is the objective to create a "rural newspaper" which is a community newspaper and which enables rural communities to define their own realities in their own terms and thereby become at once creators and consumers of information? Or is it intended to do both at the same time? At another level, curriculum issues in regard to the newspaper acquire a more technical definition: How is each single issue of a newspaper to be designed as one comprehensive but coherent, interesting but balanced message system? How is news to be made topical and educational at the same time?

Table 1 Dimensions of the Curriculum Development Process and Learning Strategies for Post-literacy

Dimensions of the curriculum development process	Structures, strategies, media, techniques, and materials for post-literacy and continuing education of neo-literates
A. Objectives (obtained on the basis of needs negotiation between the development elite and community leaders)	1. Newspapers, journals, leaflets, wall-newspapers, newsletters, etc.
	2. Textbooks and other textual materials
B. Institutional and social arrangements for the delivery of curriculum	3. Supplementary and follow-up reading materials
C. Learners, teachers and other curriculum leaders	4. Libraries
	5. Extension literature
D. Content, methods, materials, activities, and settings	6. Out-of-school programmes parallel to the school system and other nonformal courses and programmes
E. Evaluation and the socio-cultural interpretation of instruction	7. Occasional programmes based on special needs and interests
	8. Correspondence courses
	9. Local study and action groups
	10. Instructional television, radio, film and other new educational technology
	11. Traditional and folk media
	12. Sports, games and physical culture

Textbooks and textual materials for use in post-literacy and continuing education programmes will generate the usual array of questions relating to the design and writing of textbooks and textual materials for the formal education system. However, the production of *extension materials* may be examined further in the light of the following questions: How to develop extension literature that does not merely bring to the farming communities scientific knowledge from the outside, but also codifies the existing, contextual and well-tested knowledge in use within farming communities? How to use the literature among communities to ensure utilization of printed extension materials by the illiterate? How to make sure that extension literature does address itself to the needs of the poorest of the poor and reaches them as well? These are some significant questions, although they do not, by any means, exhaust all possible curricular issues involved in the use of textbooks, textual materials and extension literature.

Writing *follow-up books* is, again, not merely a matter of the choice of development topics, of decisions regarding the selection and treatment of the content, and of readability controls in the elaboration of manuscripts. Important curricular decisions will need to be made at the level of overall programme development. What will the follow-up books seek to do as one element in a development support communication system, or as tools of a learning society? Will these books help neo-literates primarily in the retention of literacy skills? Will these teach developmental skills, or will these be broadly educational? Will these books be seen as tools for a "second socialization"? If so, should series of books be built around a model character or a model family with which readers can identify? What should that model character or model family be like?

In the general area of *second chance education* and *correspondence education* (also called "distance education"), the curriculum development problems go beyond those found in these sectors within the formal education system. The role of the teacher in the society in question may have to be changed significantly. The typical teacher of children may have to become a teacher to the community - to serve both children and adults. He or she may now become an animator or community developer. New instructional roles may have to be invented, and future incumbents may have to be socialized into performing these new roles. New patterns of time allocation in schools, in terms of the total durations of courses and daily timetables, may have to be devised. Work and study combinations may have to be conceptualized and implemented. New technologies for the delivery of instruction will have to be utilized to serve diverse interest groups to meet instructional needs as they arise. And this list certainly does not exhaust all curricular issues.

For a long time, libraries in support of post-literacy and continuing education programmes in the Third World will have to be *rural libraries*. The curricular challenges here are many: to conceive and nurture the image of a small library - sometimes with a collection of no more than fifty books in a box; to plan for libraries that move on bicycles, on horseback and in boats; and to recruit social activists as librarians - people who could serve as the vanguard of a grass-roots communications revolution. At a more programmatic level, the small collections of reading material in rural libraries will have to be developed with care and foresight; a logistical system will have to be developed to replenish the initial stocks in these small libraries; and, most importantly, books will have to make news in communities, and new literates will have to be transformed into committed readers.

The use of *radio* in post-literacy and continuing education programmes provides considerable innovative possibilities. What is whispered in the nation's ears, day after day, has important consequences. The impact of radio can be strengthened by developing programmes for specialized groups - children, women, farmers, miners, and so on. Radio characters and families can be and have been offered to listeners as source of identification and emulation. More recently, radio campaigns on developmental themes have been tried with considerable success in Tanzania, Botswana, and elsewhere. They have used specially written extension literature and integrated reading materials, and have linked up with specially created local *study and action groups*. They have also used the *folk media* of song and rural drama to communicate their messages and, at the same time, to tap the creative resources of the masses they have sought to serve. This is the ground, however, upon which a curriculum developer must tread softly and with care. One has to make sure that folk media do not get subverted through the development elite using them for their own narrowly-conceived objectives.

The use of *games and sports* in post-literacy and continuing education programmes is a relatively new phenomenon, but one that is pregnant with possibilities.

The preceding list of curricular issues and questions is by no means exhaustive. It is simply a sampling of useful questions for discussion. It is, however, impossible to discuss within the scope of this short paper all of the possible curricular issues. A choice has been made of four issues using the two general criteria of *broad applicability* and *practical significance*.

The issues chosen have *broad applicability* to programmes, projects, structures, strategies, media, techniques and materials. These issues are also general enough to have relevance to countries and communities with different political contexts and systems of initiative and action.

The issues chosen also have *practical significance*. A discussion of these issues will therefore increase the likelihood of contributing to the design of programmes and projects of post-literacy and continuing education in the real world.

The following issues, in our judgement, meet the two criteria of *broad applicability* and *practical significance* and will, therefore, be discussed below:

(1) the definition and development of curriculum agendas for post-literacy and continuing education of neo-literates;

(2) the development of a system for curriculum implementation and for the delivery of instruction;

(3) the organization of curriculum content into programmes, projects, courses, structured experiences, modules, materials, units and lessons; and

(4) the validation of the choice of curriculum objectives and content, as well as of the organization of content by using participative strategies.

2.2. THE VALUE FRAMEWORK OF DISCUSSION AND SOME ASSUMPTIONS

Much too often, discussions of post-literacy and continuing education programmes get linked too directly - and, perhaps, too narrowly - with merely developmental concerns of an immediate nature. The broader objectives of lifelong education and citizenship in a world community are forgotten. It is important, therefore, for a curriculum planner of post-literacy and continuing education programmes that, in addition to meeting the immediate developmental and instrumental concerns of neo-literates, he or she makes provisions for teaching universal values, generalized abilities, and aspects of art, science, technology, communication, citizenship, and human relations. Post-literacy work must always receive a progressive definition. The focus must always be on empowering the people. The culture of silence must be shattered. People must be taught to speak for themselves.

Fortunately, the *educational* context of nonformal education (post-literacy and continuing education) is now appearing in broader relief. It is now becoming quite clear that it is the nonformal sector of education that has to be looked to in solving the quantitative problems of meeting the rapidly expanding educational needs of the previously neglected groups, groups which have only now been discovered by our egalitarian ideologies. Educational disparities have to be removed. Yet rising educational costs render traditional solutions useless. Innovative solutions are needed that are both efficient and effective in providing education that is at once culturally relevant and economically productive. Nonformal education has to be a part of this set of solutions.

Post-literacy and continuing education together must, then, be considered an equal partner in the total national enterprise of education, if not the more important partner. Non-formal education must not be considered a poor relation of formal education and must not be conceptualized merely in an ameliorative role. Educators working in the areas of post-literacy and continuing education need a transvaluation of values: They need to develop enough pride to counter the not so rare arrogance of some of those working in formal education!

The following discussion of curricular problems and proposed solutions in the area of post-literacy and continuing education should be viewed as relative. It should be understood that each country or political system will have to define its curricular problems within a specific policy matrix and at a particular historical time, and will have to find solutions within that same policy matrix and in relation to the available resources. There will have to be developments of new institutions and instructional roles, adaptations of what has been done elsewhere, new objectives for old structures, new departures in modes of planning and delivery of instruction, and discoveries in modes of teaching, participation, and evaluation.

The value of passion and the need of a sense of mission in the promotion of post-literacy and continuing education must also be clearly understood. Effective planning and management will be necessary, but by no means sufficient. Mobilization strategies must be undertaken to release and sustain the creative energies of the people and their potential to help themselves.

It is now well understood that those who need education the most are often the most disadvantaged with regard to pursuing it. Women and the poorest of the poor are the hardest for development workers to reach. Unless special post-literacy and continuing education programmes are organized for these groups, and unless special efforts are made to reach and serve them, their disadvantage will be compounded.

Post-literacy and continuing education programmes can use different kinds of media: pre-print media (folk media, for example); print media; and non-print media (electronic media, such as radio and television). When the folk media or the electronic media are used in post-literacy and continuing education programmes, both the neo-literate and the illiterate can be served. While we do not suggest that the illiterate be deliberately excluded from these programmes, we do propose that programmes be premised on *literacy:* our programme designs must assume that our clients are literate, and we must provide, whenever and wherever possible, opportunities for our primary clients, i.e. neo-literates, to use their literacy skills and thereby strengthen those skills. In addition, our designs may accomodate those illiterate and semi-literate who may want to participate. One approach, for example, may be to make reading a collective experience where the literate read aloud and discussions follow in which everyone - literate, semi-literate, and illiterate - participates.

Finally, we would like to emphasize the value of participation of individuals and groups, placed horizontally and vertically, in relation to each other. Participation should be generated at all stages of needs assessment, curriculum planning, curriculum implementation, materials production, and evaluation.

Let us now discuss the four curricular issues we have chosen for their broad applicability and practical significance

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2.3. THE DEFINITION AND DEVELOPMENT OF CURRICULUM AGENDAS FOR POST-LITERACY AND CONTINUING EDUCATION

The curricular agenda of a national (or of a large-scale regional programme for post-literacy and continuing education must be generated, at one level, within the developmental context of the nation; and, at another level, within the perspective of lifelong education seeking to teach traditional cultural values, modern scientific values, and universal human values.

First and foremost, the cultural realities and the overall developmental vision of the nation must be reflected in the general aims and objectives of the curriculum for post-literacy and continuing education programmes. The overall developmental strategy - be it *self-reliance, harambee,* or *collectivism* - must be reflected, again, in curriculum choices and in the delivery of instruction. Curriculum development is not merely an educational-technical question; curriculum is determined by the prevailing ideology, the existing political economy, history, demography, ethnic and linguistic realities, and by the level of technology and resources available.

The concept of post-literacy was born when it was found that adults, once made literate in literacy classes, did not always stay literate. Most of them had nothing to read after graduating from literacy classes and had no opportunities to make use of their newly acquired literacy skills. Literacy was lost through disuse.

The need for post-literacy work became more than obvious. Unfortunately, post-literacy needs were conceptualized too narrowly for too long by too many literacy workers. The problem was defined merely in terms of the provision of specially written reading materials for neo-literates. The larger systemic perspective was absent. No thought was given to developing interfaces between literacy and other educational structures, nor to establishing functional links between literacy, on the one hand, and social, economic and political structures, on the other.

In the context of lifelong education, the total array of programme and curriculum needs in the post-literacy stages can be represented in terms of four categories:

- *literacy retention,*
- *second chance formal education,*
- *systemic integration of literacy within social, economic and political structures, and*
- *sozialization for an ideal society.*

The point also needs to be made that we have to plan our post-literacy programmes not only for the "graduates" of literacy classes, but also for school-leavers and other old and new reading publics. We need to orient our programmes to serve the needs of both men and women, in rural as well as urban areas.

A few explanatory comments are in order on the model illustrated on the next page.

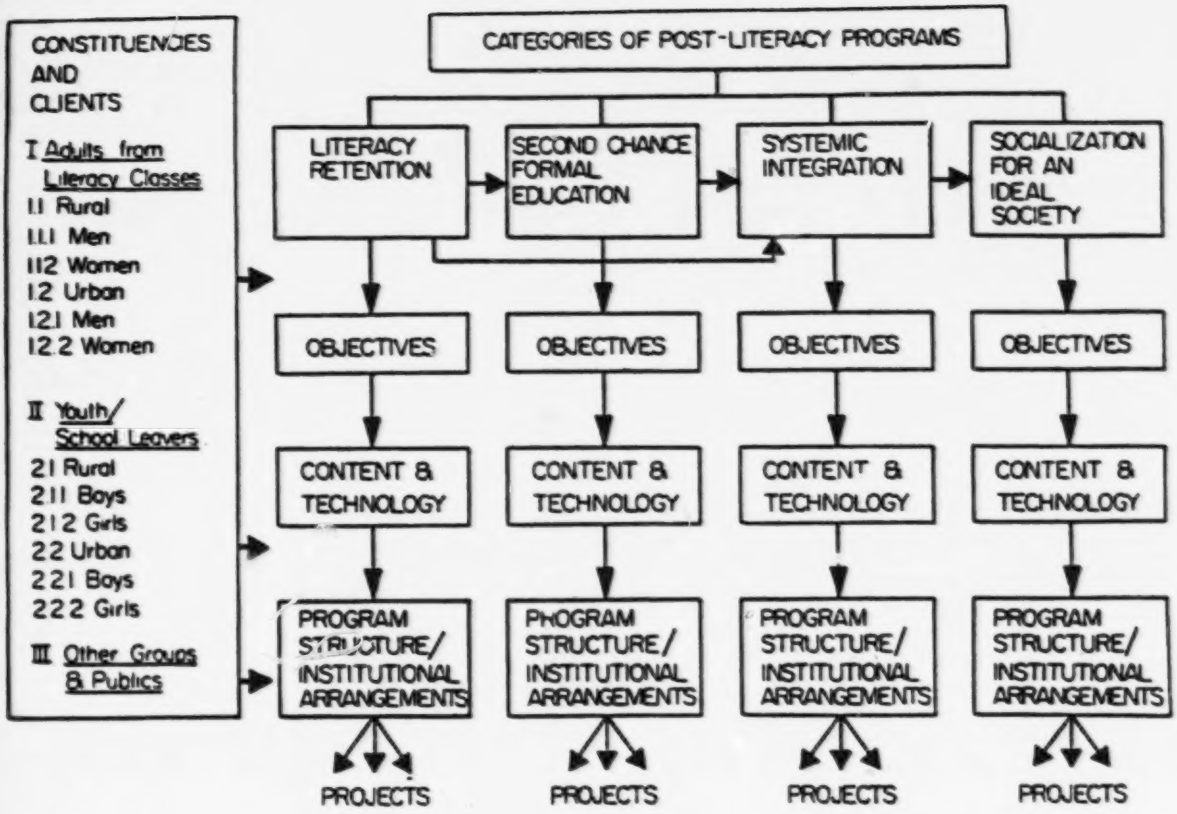
CONSTITUENCIES AND CLIENTS
I Adults from Literacy Classes
1.1 Rural
1.1.1 Men
1.1.2 Women
1.2 Urban
1.2.1 Men
1.2.2 Women
II Youth/ School Leavers
2.1 Rural
2.1.1 Boys
2.1.2 Girls
2.2 Urban
2.2.1 Boys
2.2.2 Girls
III Other Groups & Publics
CATEGORIES OF POST-LITERACY PROGRAMS
LITERACY RETENTION
SECOND CHANCE FORMAL EDUCATION
SYSTEMIC INTEGRATION
SOCIALIZATION FOR AN IDEAL SOCIETY
OBJECTIVES
CONTENT & TECHNOLOGY
PROGRAM STRUCTURE/ INSTITUTIONAL ARRANGEMENTS
PROJECTS

Figure 1: A model for conceptualizing the needs and scope of curriculum and program development in the post-literacy stages (Bhola, 1980)

2.3.1. Programmes for Literacy Retention

It is within this particular sector of post-literacy programming that literacy workers have had the longest experience. The essential objectives have been

(1) to write and publish books of interest to new readers,

(2) to write these books in a language that will be understood by new readers (with their limited literacy skills), and

(3) to put these books in the hands of the readers.

The list of innovative initiatives that have already been undertaken all over the world, is impressive. This list includes competitions with prizes to provide incentives for writers and publishers; workshops to train writers and produce manuscripts; programmes to encourage readers to write books for other readers; village newspapers written and produced by the communities themselves; a special page for new readers appearing regularly in national or regional dailies; mobile and market-day libraries to take books to readers wherever they may be; and reading circles to help new readers to stay in groups for reading, discussion, and subsequent community action.

2.3.2. Second Chance Formal Education

This sector of post-literacy and continuing education programming, unhappily, has been marked by contradiction and confusion. Literacy planners, in many developing countries, have sought unsuccessfully to break the link between literacy and certified schooling. They have pleaded that literacy be valued in its own terms and put to immediate use in life and work. They have warned against viewing literacy as a side-door entry into the formal education system, with the ultimate hope of finding a job in the formal sector of the economy or somewhere within government.

Neo-literates, however, have not always shared this view. They have known what advantages certified schooling has brought to those who have been able to enter and then make it through the system of formal education. On the other hand, they have been keenly aware of their own deprivation and neglect at the hands of governments. Typically, governments have responded with half-measures. To relieve immediate pressures, some programmes of elementary education for adults have been established as part of correspondence or distance education programmes. But the problem has not always been met head-on. No programmes have been developed to promote the immediate use of literacy skills in life and work, and no counselling is available for those who are intent on making an entry into formal education, whatever the cost.

Various socialist countries (China, Cuba, Vietnam and North Korea) have sought to create two parallel systems of formal education: one for children and youth, and another for adult men and women in the work force. Literacy classes have been seen as moves of entry into this second-chance formal education, which may take the adult through secondary education, even to technical and liberal education at university level.

2.3.3. Systemic Integration between Literacy and Development Objectives

This is a sector of greatest need and, perhaps, also of greatest neglect. Literacy planners need to be good systematic thinkers and planners. On the one hand, post-literacy programmes have to be made *functional* by including political education, economic education, and social and life skills. On the other hand, development programmes and actions have to be *lettered;* that is, literacy has to be made central to their planning, organization and implementation. This sector needs a lot of attention, as we have indicated earlier, but it is also an area which admits of considerable experimentation and innovation. A caution must be voiced, however. In making literacy "functional" and functions "lettered", we must not further inhibit the participation of the illiterate in decision-making in their communities and thereby unwittingly contribute to their further disenfranchisement.

2.3.4. Socialization for an Ideal Society

This sector of post-literacy and continuing education programming is, again, most significant, and yet another which suffers from considerable neglect. Some of the objectives are as obvious as they are urgent, among them: the need to help the newly literate become independent learners and critical consumers of information; to teach them mass-media appreciation in order to contribute to their technological awareness; to promote their understanding of the new international order; and to commit them to protecting the human environment. This is a sector where literacy workers can choose from a multiplicity of media - big media, small media, and folk media.

The process of "agenda setting" in curriculum planning and development for post-literacy and continuing education (as in all other development sectors) is, and has to be, a *political* process. In each country, there exist particular social demands for education. These demands will have to be mediated by political figures, among them educational policy makers and some high-level educational planners. This mediation will result in a national agenda for education leading to the post-literacy and continuing education. But the curriculum planner and developer does not have to be outside the process and wait for an educational agenda to be given to him or her. The curriculum planner and developer must rather assist in the process by defining and clarifying educational needs in relation to the predominant national vision and the already established development needs; he or she must articulate available choices and show what the consequences of the various choices might be. This the curriculum planner and developer can do, if the choices to be made are seen clearly, and if the possibilities of their realisation are well understood.

2.4. DESIGNING SYSTEMS FOR CURRICULUM DELIVERY AND IMPLEMENTATION

The curriculum developer and planner in the area of post-literacy and continuing education has, among other things, to be adept at institutionalizing, i.e. inventing *roles* and *rules* for relating those roles within a social system. In formal education, we have well-established instructional roles, e.g. the teacher, the counsellor, the headmaster, the inspector. We also have well-established and familiar institutions such as the school and the university. We do not have any such well-established and familiar roles and institutions in post-literacy and continuing education. Indeed, the ability to design instructional roles and delivery systems *ad hoc* is the special strength of nonformal education. This is not to say that nonformal education should never be institutionalized, or that instructional roles in the area of post-literacy should never become both permanent and familiar; whatever needs to be done systematically and with the hope for continuity, needs an institution. What we are suggesting, then, is that instructional roles in the area of post-literacy and continuing education should be *flexible*, and that institutions in this area be highly *responsive*.

It is not possible within the scope of this short paper to develop a detailed and systematic primer on institution building. Only some general principles can be stated.

2.4.1. Design of Instructional Roles

First and foremost, it is important for the curriculum developer to understand that the design of instructional roles is more than the process of inventing new designations within a particular bureaucratic setting. The future incumbent will have to perform various tasks within various social settings and interface with roles already existing within the system - on the one hand, his or her own role as husband or wife; and, on the other hand, the network of roles within the organization and the community.

The curriculum developer must, therefore, ensure that:

- a complete inventory of all necessary instructional tasks has been developed;
- these instructional tasks have been organized in appropriate hierarchies and combined into profiles that suit the logic of the tasks, and are, at the same time, socially acceptable; and
- the best possible combination of the role and the recruit will be made.

The role designs, as well as the allocation of tasks to various roles should, however, be kept deliberately general. This has to be done to make later on-the-job role negotiations possible. It is only through such role negotiation and experimentation with roles that it will be possible to make the best use of individual capacities and creativities (or shortcomings) of role incumbents and to meet unanticipated educational needs within different social settings.

2.4.2. Design of Delivery Systems

In some aspects of post-literacy programmes, such as second-chance formal education, the solutions for the delivery of instruction may not differ greatly from those in use within the formal education system. Part-time schools may be developed parallel to the formal schools, using similar teaching roles and following similar patterns of instruction. However, in other post-literacy programmes that cannot be formalized, either in content or in delivery, the problems are enormous. In facing those challenges, we suggest that the organizations for delivery of nonformal education will have to have the following characteristics:

Comprehensiveness and extensiveness

The institutional arrangements designed for the delivery of post-literacy and continuing education programmes should be both comprehensive and extensive. These should integrate all the different levels of decision making and should cover the whole of a society in order to serve the needs of different clients and constituencies.

Stability and vitality

The institutional arrangements should be more or less permanent and should become the backbone of the delivery of all kinds of instructional services to people who need them. These institutions should be provided with the best of leadership in order to lend them the energy and vitality that they will surely require.

Parsimoniousness and salience

Another important feature of the post-literacy and continuing education institutions should be *parsimony*. A few institutions, if not one single institution, should provide the focus for *all* educational, informational and training needs of youth and adult clients, rather than a multiplicity of institutions that fragment delivery and compete for attention and credit. It should be possible to provide services in agricultural, co-operative, nutrition and family-life education; in literacy work and post-literacy discussion groups; in vocational education and training - all under the aegis of the same one nonformal educational institution at the community level. Such an institution will become a mechanism for the integration of services from various ministries and departments. At the same time, it will become a salient institution in the lives of the people. Communities will begin to look to such an institution for all their educational and training needs.

Brazil's Cultural Posts perhaps, and Tanzania's Folk Development Colleges provide the rudiments of such parsimonious institutional structures. The Learning Resource Centres (LRC's) design, offered by the author elsewhere, can serve such needs admirably. (1)

Responsiveness and enability

Institutions for post-literacy and continuing education should be responsive; they should be basically enabling institutions. The characteristics of comprehensiveness, extensiveness, stability, parsimoniousness, and salience will require a strong institutional framework. However, this *sturdy organizational structure* must be paired with a *soft programmatic dynamic.* This will enable the institution to respond to needs as they arise, and, through a flexibility of roles and programmes design, to be able to fit their services to special circumstances. In most cases, these institutions should merely *enable* people and communities to pursue their developmental goals, rather than to initiate and administer programmes on their behalf.

Outreach and multi-modality

Institutions for post-literacy and continuing education cannot wait for their clients to come to them. They must have an outreach and go where the clients are: to their homes, fields, and places of work. This may mean, in one case, the establishment of bicycle libraries; in another case, the use of mobile cinema vans. The outreach is not merely a physical construct on wheels! It is a programmatic concept which can be actualized in many different ways, using different modalities. Technology has made it possible today to do what is needed. Some of those modalities will have to be information-based. Useful information will have to be packaged in the form of learning resources and these will have to become important links to the delivery process. Some of the manifestations of this organizational approach will be reading circles, discussion forums, flexi-study and drop-in provisions, with both self-learning and inter-learning.

Open system Boundaries and Dynamic Inclusion of Clients into the Sustem

The institutions of post-literacy and continuing education must function as open systems and must have flexible boundaries. This means that these institutions must make possible a dynamic inclusion of its clients into the system: the clients must not merely interact with the institution; they must be able to contribute to its goals and objectives, its approaches and strategies, adapting them to their own purposes, needs, and communal patterns. This will, of course, mean provisions for participation in planning, implementation and evaluation.

2.5. THE ORGANIZATION OF CURRICULUM CONTENT

The term organization is used here to mean the choice, treatment, and assembling of curricular elements to form a whole with focused objectives. All the different programme structures, project strategies, educational media and techniques, as well as instructional materials such as courses, activities and experiences, modules, units, and lessons will have to have a particular *organization* to become effective instruments of education in post-literacy and continuing education programmes. Once again, only the most general principles of curriculum organization can be discussed within the scope of this paper.

In post-literacy and continuing education, and in nonformal education in general, curriculum development is a matter both of designing *a course of study* and a *course of action*. What this means is that there must be an interface between the system of learning and the structures of action. Curriculum planning must relate to developmental strategies and the availability of national resources. In some cases this may mean the choice of selective-intensive approaches rather than a commitment to the delivery of services to the general masses. The curriculum may be tied to more specific and *functional* objectives, rather than being generally educational.

2.5.1. Curriculum Development as Message-Making

Curriculum development should be seen as a process of message-making. We want the groups of learners to learn and internalize the messages included in the curriculum. Once such a conceptualization of the process of curriculum development is accepted, various general principles follow:

(1) *The need for the clarity of purpose*

The purpose of the message should be clear and appropriately articulated. Is the purpose to impart information? Is it to persuade? Or is it to work for a more systematic change of attitude and values? Is it part of the purpose to create opportunities for expressive behaviour within collective settings? Is the purpose to resocialize? Are the process outcomes of instruction as important as product outcomes? Is the learner supposed to act on the newly acquired information? Different sets of intentions will demand different approaches when deciding on content, its treatment, and its assembling for presentation to learners and teachers.

(2) *Starting where the learners are*

The curriculum developer must start where the learners are. This means taking into consideration the language situation, as well as the cultural realities of the learners and their communities. The new must be explain in terms of the old; in doing so, the existing use of language and the current cultural knowledge and practices of the communities must not be handled negatively or rejected outright.

(3) *Integration of learning materials*

An important guideline for the curriculum developer is the principle of integration, which can be viewed from many different perspectives:

- inter-programme integration;
- subject matter integration;
- text-media-activity integration; and
- learner materials and teacher materials integration.

The curriculum developer in post-literacy and continuing education cannot afford the insularity of the curriculum developer in the formal educational system. In post-literacy education, all the various educational and developmental programmes in operation within a community or region have to be integrated with each other. The curriculum developer has to become a member of the larger team of agents of change; everyone has to pull in the same direction, reinforcing each other's efforts.

Subject matter integration is a classical problem for the curriculum developer, both within the formal and nonformal sectors of education. The adult learner participating in a programme of post-literacy and continuing education does not have to get his or her information from organized subjects (e.g.agriculture, political science, history, health). For the best effects, cognitions and values should be taught at the same time. The learner should be obtaining problem-solving knowledge, not discipline-centred and hierarchically organized knowledge.

There also has to be integration between text and illustrations, and between learning from the text and audio-visual media, on the one hand, and activities - economic, social or political - on the other hand.

Finally, there is the need to achieve an integration between the learning needs of teachers and those of adult learners. Teachers in post-literacy and continuing education can never be fully prepared and have to learn continuously. In many, if not in most situations, the teachers will have to learn along with their learners and act as facilitators of learning within groups. In such a situation, the preparation of proper instructional materials for teachers themselves acquires considerable significance and great urgency. The need to integrate teacher materials with learner materials should thus be obvious.

(4) *Provision for active learning*

The adult learner that we will be dealing with in the post-literacy and continuing education stages must be engaged in active learning. There should be opportunities not only to assimilate information, but also to reflect on it. The organization of materials should make this possible. The learner should also be provided opportunities for learning in the context of games and simulations, wherever this is possible.

(5) *Promoting transfer of learning*

The effort to assist in the use of the ideas learned should definitely go beyond their application in simulated situations. The implementer of curriculum in post-literacy stages has to provide the necessary counselling to help the learner put his or her learning to use in the real world; the curriculum developer and implementer in post-literacy and continuing education must have a social commitment, working on behalf of the poor, the disadvantaged, and the excluded.

(6) *Evaluation of curriculum*

Evaluating the process of curriculum development, as well as its implementation, is an important consideration. In the following we will address this problem more fully as a problem of validation through the use of participative strategies.

2.5.2. The Technology of Curriculum Development

From the preceding discussion of some of the general principles of curriculum development and implementation, we are now ready to proceed to a brief discussion of the technology of curriculum development. Perhaps the term "instructional development" is more appropriate here.

The process of instructional development consists in considering:

- learner characteristics;
- learning tasks; and
- learning environment

at the same time in order to come up with a learning strategy that sequences learning content and assigns teaching tasks appropriate to texts, media, and activities.

In the process of learner analysis, some of the questions to be posed are: In the context of the particular learning settings we are concerned with, what are the characteristics of the learners we will most likely be working with? What is the initial level of the learners' knowledge? What are their attitudes? To which motivational structures could learning be related? What do we know about their learning styles? What might be some of their inhibitions to learning arising from their social status or class? What is the state of their mental and emotional health? What are their value systems? Must any cultural taboos be kept in mind as we design instruction?

In regard to task analysis, the following questions arise: What is the nature of the learning involved? Is it cognitive, affective, psychomotor learning? What is the structure of learning, its logic, its built-in hierarchies? Does the information to be taught form an articulated hierarchy, and must it, therefore, be taught in a well-defined sequence? Could learning be arranged according to some other generative principle? What are the links for the transfer of learning to outside settings? Are those links being made clear?

Finally, an analysis of the learning environment may be conducted in terms of the following questions: What is the physical nature of the learning environment? What is the psycho-social environment? What parts of the environment can be influenced as part of the instructional development design? Which aspects of the environment are not subject to control and have to be lived with? How much of the larger socio-political environment must be taken into consideration?

The concurrent analysis of the learner characteristics, the learning tasks, and of the learning environment can then be used to generate an overall teaching-learning strategy involving a combination of various learning activities (e.g. lectures, discussions, demonstrations, dramatizations, self-study and applications) and a choice of instructional materials ranging from leaflets, posters, and textbooks to wall-newspapers, libraries, folk drama, radio, TV, and micro-computors.

2.6. VALIDATION OF CURRICULUM CONTENT AND CURRICULUM ORGANIZATION: FOCUS ON PARTICIPATION

Throughout this paper, we have been addressing our comments to the "specialist", sitting somewhere at the centre, working for the development elite, or fulfilling the purposes of the state. But what about the people?

In this age of the celebration of individual freedom, community responsibility, and decolonization (both internal and external), the following are some of the most persistent questions: Who has the right to dream our futures? Who has the right to design our destinies? Who has the right to decide what the people need and what they will get? Who will be our teachers and our leaders? What shall we be taught, and how?

These questions are really age-old questions of moral philosophy, social ethics, political theory, and behavioural technology. Hidden in these questions are the issues of individual needs versus state purposes, elitism versus populism, participation versus representation, centralization versus decentralization, and efficiency versus effectiveness.

Much too often, we have failed to reconcile the purposes of the state with the purposes of the people, defined by them in their communities and neighbourhoods. Often, we have behaved as if the people did not matter, for the state was after all the expression of the people and was thinking and acting on their behalf for the common good. At the other extreme, we have pretended the state did not exist, and that the people knew best what they needed. We have too often forgotten that community visions do not always add up to national visions. In our enthusiasm for communities, we have ended up thinking that leadership has no role in teaching communities new needs and new visions.

We suggest that both the national visions projected by the developmental elite at the centre and the aspirations of the people expressed by the local communities must become part of the curriculum content, both of its organization and its implementation. The key words here are collaboration and participation. All curricular plans must be validated by curriculum developers in collaboration with public and private interests at the various levels. At the local community level, the collective visions of the elite must be *re-invented* within local settings with the participation of the communities.

2.6.1. A Dialectical Model of Curriculum Development in Out-of-School Settings

The model on the next page suggests how the content, organization and delivery of curricula must arise from a dialectic between the national vision and community aspirations. The instructional needs, resulting from a re-invention through participation, will consequently be related to the existing institutional realities, and specific solutions in regard to curriculum development and its delivery will have to be designed.

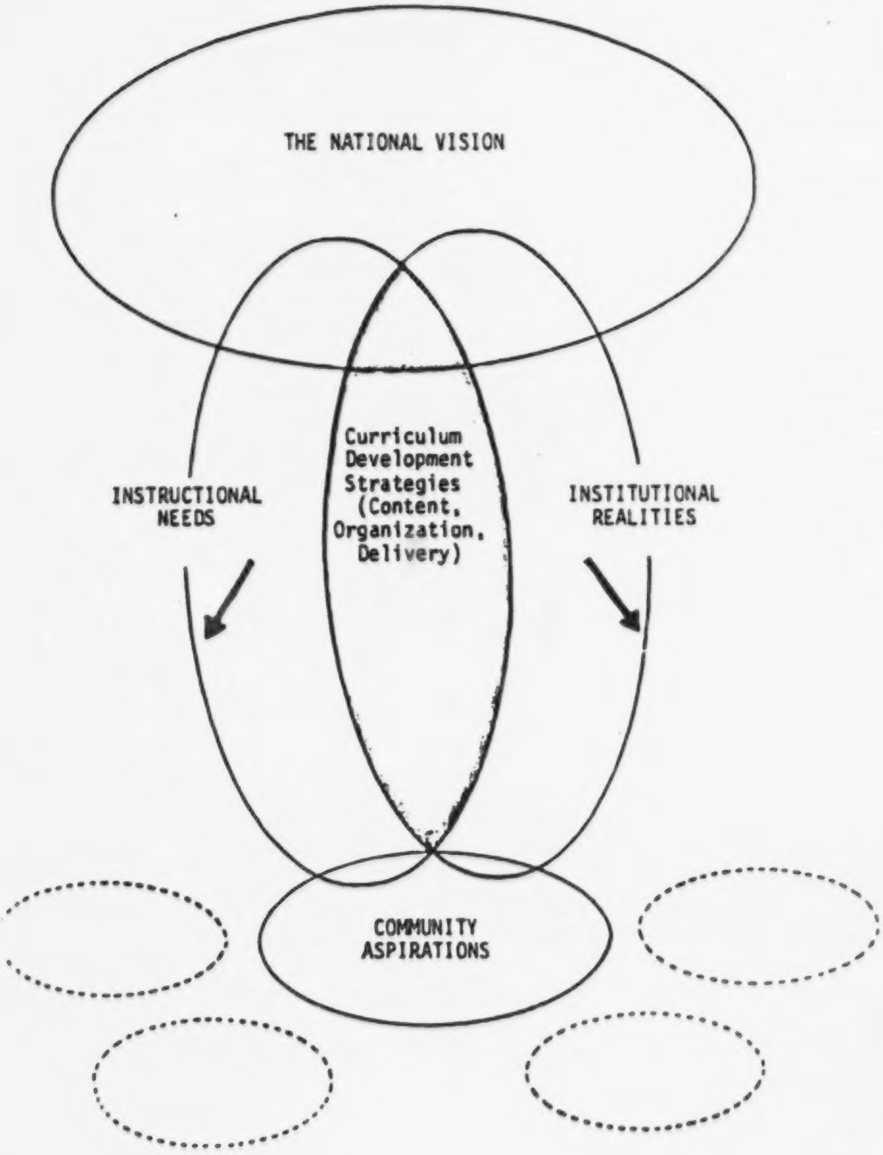
THE NATIONAL VISION
Curriculum Development Strategies (Content, Organization, Delivery)
INSTRUCTIONAL NEEDS
INSTITUTIONAL REALITIES
COMMUNITY ASPIRATIONS

Figure 2: A dialectical model of curriculum development in out-of-school settings (Bhola, 1977)

What does re-invention mean? It means that curriculum planning will be neither centralized nor decentralized; it will result from a transaction between curriculum planners and learners in the communities. It will be a relationship of exchange, collaborative validation, and creative invention. It will deal with the felt needs of the people while fashioning new needs as projected by the leadership. The calculus of means and ends will be mutually sanctioned. This process of re-invention will require that:

- national visions and instructional needs to implement those visions be well articulated;
- profiles of needs as seen by different interest groups and constituencies at the community level be developed; and
- a process of needs negotiation take place between and among various interests in order to determine what should be learned and how, and who should play the facilitator role.

2.6.2. Participation at the heart of the process

Participation lies at the heart of the process. The re-invention of curricular needs through needs negotiation in local settings assumes participation - in planning, implementation, and evaluation. This is by no means an easy task. We have to remember that participation can easily become manipulative. Sometimes, it may be consultative, and it may often be inauthentic. The following set of conditions must be fulfilled for participation to have a chance of being authentic:

- Normative re-education of the developmental elite and of the functionaries in post-literacy and continuing education programmes.
- Conscientization of the people who know of their rights and feel sovereign.
- The learning of participative skills by leaders and followers, and teachers and learners.
- The designing of mediating institutions that can act as buffers between the power of the central bureaucracies and the relative powerlessness of communities.

CONCLUDING REMARKS

The curriculum development process must be seen as open-ended. No plans, media and materials, or strategies for delivery should be considered final and good for all times. On the basis of experience in the field, there should be revisions, adaptations, and innovations. While curriculum development should be thus looked at as an experiment, research should not become a self-perpetuating exercise, independent of the purposes of instruction and development.

In the preceding we have presented various general principles and some models. The distinction between the "prescriptions of models" and the "restrictions of the real world" must be understood. Models should be used as norms for examining specific decisions. Exact exemplifications will seldom be possible. Curriculum developers, therefore, must strive to do the best job possible within the real constraints of their institutional resources and their social and political settings.

Finally, the curriculum developer must keep an eye on the meta-learning resulting from his or her teaching; by learning scientific agriculture, for example, farmers will also learn a generalized scientific attitude. That may give them, on the one hand, a sense of personal confidence, and, on the other hand, make them question their current beliefs. A curriculum developer must also be on the look-out for the dysfunctional consequences of functional teaching. The unanticipated consequences of our teaching and our social intervention must be uncovered and put right if need be.

NOTES

Some of the ideas and themes of this paper have come from earlier writings of the author on the same subject, among them:

(1) "Conceptualizing the Use of Learning Resources in Community Education for Community Action: An Integrative General Model", a paper prepared as consultant to the San José State University, USAID project, 1977.

(2) "Curriculum Development for Functional Literacy: Notes on a Dialectical Model", a paper presented at the International Seminar on Curriculum Development for Basic Education Programmes, June 12-21, 1978, West Berlin.

(3) "Curriculum Development for Functional Literacy and Nonformal Education Programmes", Bonn, West Germany: The German Foundation for International Development, 1979; and

(4) "Programme and Curriculum Development in the Post-Literacy Stages". Bonn, West Germany: The German Foundation for International Development, 1980.

Seminar participants in a village meeting. In the centre Miss Tendai Bare, Deputy Secretary, Ministry of Community Development and Women's Affairs (left) with Mrs. Chinhamo Chabvepi, Deputy Secretary, National Council - ZANU Women's League

Professor H.S. Bhola, Indiana University, Bloomington/Indiana, in discussion with Miss T. Bare

3. R.H. Dave: Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes

INTRODUCTION

One of the tasks confronting the planners and practitioners of literacy and post-literacy programmes is to design and implement a system of evaluation as an integral part of the total programme. The need and significance of evaluation as a built-in system in a literacy programme or campaign has no doubt been universally recognized by literacy workers at all levels. However it has been observed that when it comes to the actual practical work of preparing a comprehensive evaluation plan and introducing evaluation in a systematic and effective manner at different stages and levels of literacy, post-literacy and continuing education programmes, many planners and practitioners experience difficulties. Furthermore, policy makers and national planning commissions have recently started advocating the need for introducing a monitoring system to observe the progress of large-scale literacy projects and such other educational developments such as universalization of primary education. Again a quick resume of the present position in this field in different parts of the world shows that while a few countries have attempted to introduce a monitoring system in their projects and programmes, in most other countries much remains to be done in this direction.

In view of this situation, it seems necessary to consider a basic question: How to design an effective system of evaluation and monitoring for the programmes of literacy, post-literacy and continuing education, and how to make it work at different levels and stages of the total programme? This paper aims at offering some suggestions in a rather brief manner in the context of this question.

3.1. MULTIPLE FUNCTIONS

An effective system of evaluation and monitoring in literacy and post-literacy programmes should fulfil a variety of functions. First and foremost, it should help in ensuring the quality and efficiency of the entire programme. It should provide information and insight for optimizing the learning outcomes and for increasing the impact of these programmes which are pursued by developing countries under great financial constraints and with scarce manpower resources. The aim of which is the achievement of better development in the personal, social and vocational domains of life of the poorer, and hence by implication illiterate and semi-literate, sections of the society. For political leaders, other policy-makers and planners, the system of monitoring and evaluation should provide enough evidence and data for appropriate decision-making to strengthen and moderate the programmes of literacy learning, follow-up action and further studies for both adults and out-of-school children, in harmony with the complementary formal system of primary education and beyond.

Similarly, the procedures of evaluation should help learners, animaters and others involved at the grass-roots level for assessing learning outcomes in a formal or informal manner, diagnosing difficulties, and improving results by providing necessary help. For adult learners, in particular, such a programme should ideally culminate into a process of self-evaluation and continuation of learning and development throughout life. The system of evaluation should likewise serve as an aid to those who prepare literacy textbooks, post-literacy reading books, newspapers and wall papers for neo-literates, correspondence courses for further studies, TV programmes and other such curricular components to control the quality of their materials and techniques so as to ensure an appropriate quality of guided learning as well as self-learning.

Thus, a well designed system of evaluation and monitoring should not only be measurement-oriented but also be improvement-oriented. It should render multiple functions for meeting the decision-making needs of learners, animaters and community workers, curriculum makers, administrators, planners and policy-makers. For these reasons, an effective evaluation system should be:

(i) comprehensive and multi-dimensional;

(ii) built-in system that is closely linked with policy-making, planning and implementation processes;

(iii) development-oriented providing information and enlightenment to all concerned for improving different aspects of the whole programme in order to achieve better results instead of either acting as a stumbling block and a threat or an impersonalized instrument of just classifying people into pass and fail.

In order to plan such a comprehensive, built-in and development-oriented evaluation scheme, it is necessary to consider the following two important elements, among others:

(i) certain basic and conceptual aspects connected with technical procedures of evaluation and monitoring; and

(ii) several operational aspects for structuring the scheme in concrete terms.

These are briefly presented in the subsequent sections.

3.2. SOME BASIC ASPECTS

Among several things that the evaluation planner ought to consider in arriving at a conceptual framework, four major aspects are described here:

(i) Clarification of the field of evaluation;

(ii) Definition and scope of evaluation;

(iii) Definition and scope of monitoring;

(iv) A generalized grid for planning evaluation and monitoring.

3.2.1. THE FIELD OF EVALUATION

The scope of literacy is defined somewhat differently in different countries. Of course, all countries include the learning of basic skills of 3 R's, but some countries stress the functionality aspect a great deal and even include post-literacy programmes under literacy. By contrast, some other countries focus their attention more on 3 R's, not totally neglecting functionality, but reducing the time of the initial level of literacy learning and then developing multi-pronged programmes of follow-up and further education. Yet other countries, particularly the Francophone African countries, place a special emphasis on increasing participation, and on integration of literacy learning with specific development projects. Therefore, each country should clearly define the scope of its literacy programme and formulate specific objectives and expected outcomes to facilitate the process of evaluation.

Similarly, the scope and objectives of post-literacy and continuing education of neo-literate adults as well as out-of-school children should be clarified. (Bordia, 1981). The programmes of literacy, post-literacy and continuing education should be viewed as a continuum in the broader framework of lifelong education. They should be closely integrated with life for the mutual enrichment of both learning and living.

It has been noticed that if appropriate post-literacy programmes are not developed, a sizeable percentage of the neo-literate adults as well as those children who drop out prematurely from the school lapse back into illiteracy. Therefore, one of the major aims of post-literacy work is to retain literacy skills and make them permanent. But it has also been noticed that the achievement of basic literacy skills constitutes only an initial phase of learning and is not enough in itself to contribute adequately towards the larger goals of personal, social and vocational development of the individual, family and community. It is therefore necessary to continue learning further and to apply it to fight against the problems of low productivity, poverty, disease, exploitation and isolation, so as to achieve a better and higher quality of life. Thus, the major aims of post-literacy and continuing education can be briefly described as: (i) retention and consolidation of basic learning skills, (ii) continuation of learning, and (iii) application and use of learning for the improvement of the quality of life of the individual and his collective.

Some countries like Brazil, Cuba, Indonesia, Mali, Niger, People's Republic of China, Tanzania, Thailand, Venezuela and Viet-Nam have already developed systematic programmes of post-literacy and continuing education by creating a variety of nonformal and informal opportunities of learning for different age groups, vocational groups, other interest groups and individual learners. Some other countries are in a process of developing such programmes on a full scale.

A study carried out by the Unesco Institute for Education[1] in this field has shown that a large number of alternative and complementary strategies for learning at the stage of post-literacy and continuing education, such as the following, are being practised by different countries:

(i) Newspapers, wall papers and magazines for neo-literates;

(ii) Textual materials prepared for post-literacy studies;

(iii) Supplementary reading materials;

(iv) Libraries for new readers;

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[1] This is based on an international project on the 'Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education' undertaken by the Unesco Institute for Education, Hamburg in co-operation with various national, regional and international agencies and individuals.

(v) Extension literature produced by development agencies such as health department, agricultural extension services, etc.;

(vi) Out-of-school and award-bearing programmes parallel to the school system, and other nonformal courses of vocational and general character;

(vii) Occasional programmes based on special needs and interests;

(viii) Correspondence courses;

(ix) Local study and action groups;

(x) Radio, TV, films, etc. (New Media);

(xi) Traditional and folk media;

(xii) Sports, games, physical culture.

For the purposes of developing a systematic evaluation plan, it is important for each country to identify the broad aims of post-literacy and continuing education programmes, to work out suitable strategies for formal, nonformal and informal learning and to specify major learning outcomes as well as long-range effects of these programmes.

3.2.2. DEFINITION AND SCOPE OF EVALUATION

The term 'evaluation' is defined in various ways in educational and other literature by many scholars. For our purpose, we shall define evaluation as follows in order to use the definition for designing and implementing a concrete evaluation plan:

Evaluation is a process of collecting (iii) evidence and using it to (ii) judge the (iv) degree of goodness or worth of the (i) entity being evaluated for various types of (v) decision-making.

Here five basic aspects are of particular significance to us, namely,

(i) The entity being evaluated;

(ii) Process of judgement;

(iii) Evidence;

(iv) Degree of goodness or worth;

(v) Decision-making.

- The first element emphasizes the need for the clarification of what to evaluate. The clearer the perception and understanding of the specific entity being evaluated, the greater are the chances for ensuring validity and reliability of evaluation.

- The second element involves a process of judgement. This in fact is the result of evaluation. Sometimes evaluation cannot be totally valid, reliable and objective due to certain inherent limitations. Hence, the degree of goodness determined through such an evaluation process remains an estimation and so the decisions should be made with due caution. The effort should then be to optimize dependability of judgement by adopting suitable evaluation techniques or by combinations of them which should help in reducing the 'error' to a minimum level.

- The third element refers to the collection and use of evidence through relevant information and other forms of data in order to arrive at a dependable judgement. That is why there is a need to consider various technical aspects in the overall process of evaluation, such as identification of data sources, adoption of sampling procedures where needed, application of different techniques (e.g. written or oral methods, observations, interviews, etc.) and instruments (e.g. tests, checklists, interview schedules, etc.) for data collection, methods of data analysis - both qualitative and quantitative, and interpretation of data.

- The fourth element is closely connected with the evidence and its interpretation which should yield a clear result about the degree of goodness or worth of an entity being evaluated.

- Finally, the evaluation result is to be used for various types of decision-making, such as improving a programme, revising a textbook, increasing or decreasing the total length of time for literacy learning, giving certificates, determining equivalence, introducing new courses or units of study, etc.

In order to ensure dependability of decisions, the entire process of evaluation should be as valid, reliable and objective as possible. At the same time it should be seen that the evaluation scheme remains practicable by checking that it does not become too costly or too time-consuming, that it does not become overly statistical and sophisticated and that there is a good balance between both qualitative and quantitative aspects, and that it does not become a ritual, losing its spirit as an aid for illumination and improvement. All these aspects have many implications for designing a well balanced evaluation scheme.

3.2.3. DEFINITION AND SCOPE OF MONITORING

The practice of incorporating a monitoring system in a planned manner in the field of education is indeed of recent origin. Monitoring has long been in use in medicine, large-scale industries, etc. as one of the tools for maintaining and improving the effectiveness and efficiency of a given operation. While monitoring can be profitably used for any activity, it attains a special significance for large-scale and time-bound operations, for high-risk and high-investment projects, and for complex activities involving a variety of functions to be carried out simultaneously as well as sequentially by a large number of functionaries who are expected to operate at different levels and in harmony with one another towards the achievement of a common set of goals.

The programmes and projects of literacy, post-literacy and continuing education, launched by many developing countries on a large-scale, do in fact have several characteristics such as those described above. And that is why policy-makers, planners and practitioners in some of these countries feel the need for introducing a system of monitoring in these programmes as well as other similar programmes in education.

For our purpose, we shall treat monitoring as a tool for maintaining and improving the effectiveness and efficiency of implementing the programmes of literacy, post-literacy and continuing education, and shall include it as an integral part of a comprehensive and built-in system of evaluation that is development-oriented in character. In this context, monitoring is defined as follows:

Monitoring is a process of (ii) watching (iii) periodically the (i) progress of a project or programme in order to identify strengths as well as (iv) shortfalls, if any, for the purpose of taking (v) timely corrective measures with a view to optimizing the effectiveness and efficiency of the project or programme.

One of the more crucial terms in this definition is progress. What are the determinants of the progress of implementing an educational programme such as literacy or post-literacy? It appears that the progress of implementing a programme is dependent on several crucial variables: input and process variables as well as outcome variables. These variables generate a variety of functions which may be classified as (a) Financial, (b) Administrative, and (c) Academic. The functions should operate in an articulated and harmonious manner at the national, sub-national and local levels.

Other crucial aspects from the operational point of view are:

(i) watching the performance of selected critical variables periodically

(ii) identification of shortfalls, barriers and bottle-necks, if any;

(iii) taking timely corrective measures.

All these elements have many important implications for the development of an operational system of progress monitoring and a few countries like India have designed and implemented such a system. These elements will therefore be discussed further in the next section devoted to the operational aspects of evaluation and monitoring.

3.2.4. A GENERALIZED GRID FOR PLANNING EVALUATION AND MONITORING

The effectiveness and success of literacy and post-literacy programmes are obviously the matters of great concern for policy-makers, planners, administrators and practitioners. A good system of evaluation and monitoring can prove immensely useful as one of the tools in the achievement of a desired level of success. But what typically happens is that evaluation is carried out only at the end of the period of implementation of a project or programme, and is not built into all different aspects of the total operation. Or it is confined to the assessment of learning outcomes at the end of a course, without taking into account the environmental factors under which the programme operates; and without conducting the periodical appraisal of the input and process variables which in fact serve as antecedental factors that determine the kind and quality of the final learning outcomes.

Such a restrictive use of evaluation does not help in ensuring an adequate measure of success of literacy and follow-up programmes. What is needed is to widen the scope of the evaluation system and to make it a genuinely comprehensive and built-in system, if the potentiality of evaluation in optimizing the success of these programmes is to be harnessed fully. Such a system should include the appraisal of pertinent extra-educational factors as well as intra-educational variables connected with both immediate outcomes and long-range effects.

Thus, a truly comprehensive and built-in system of evaluation should have a wider scope and should include the following dimensions: (see Dave, 1980).

1. Appraisal of the environmental setting

   Diagnostic analysis of the historical and current situation in the socio-economic, political, educational and other domains

   Assessment of needs and priorities

   Appraisal of resources and potentialities

2. Evaluation of inputs

   Material inputs

   Non-material inputs

3. Evaluation of processes

   Management processes

   Pedagogical processes

4. Evaluation of immediate outcomes

   Intermediary outcomes
   Learning outcomes

5. Appraisal of long-range effects

   On the educational domain

   On socio-economic and other domains of development.

These five dimensions including the Environmental setting, Inputs, Processes, immediate Outcomes, and Long-range impact or effects (abbreviated as EIPOL) should be inter-related with the four major phases (and their sub-phases) of a project or programme, namely,

(i) Policy-making or pre-planning;

(ii) Planning;

(iii) Implementation;

(iv) Assimilation of gains and recycling the programme.

When these phases of a programme are combined with the five dimensions of evaluation, an EIPOL grid is established as shown in Figure 1. This generalized grid serves as a guide to develop a built-in system of evaluation and monitoring. For example, the appraisal of needs, priorities and resources belong to cell 1.1. Similarly, cells 3.2, 3.3 and 3.4 are concerned with progress monitoring at the implementation stage. Evaluation of learners belongs to cell 2.4 which is formative evaluation for producing curricula and learning materials, and to cell 3.4 which is concerned with periodical testing and summative evaluation. Likewise, cell 4.5 calls for tracer studies and other follow-up evaluations to obtain insights into the long-range and the larger impact of literacy and post-literacy programmes.

Stages of a built-in evaluation system / Stages of a programme or project	1. Appraisal of ENVIRONMENTAL SETTING	2. Evaluation OF INPUTS	3. Evaluation of PROCESSES	4. Evaluation of immediate OUTCOMES	5. Evaluation of LONG-RANGE EFFECTS
1. Pre-planning	1.1	1.2	1.3	1.4	1.5
2. Planning	2.1	2.2	2.3	2.4	2.5
3. Implementation	3.1	3.2	3.3	3.4	3.5
4. Assimilation	4.1	4.2	4.3	4.4	4.5

Figure 1: EIPOL Grid for planning a comprehensive and built-in system of evaluation and monitoring

It may be noted that the EIPOL grid is basically a mental instrument for planning a comprehensive evaluation system that is closely connected with different phases of a given programme. It can also be used in identifying tools and techniques needed for different types of evaluation. Furthermore, it can be used for finding out the adequacy of a particular evaluation scheme being followed by a given country and identifying any gaps. Thus, this generalized grid can serve various purposes in the process of designing and implementing an effective system of evaluation and monitoring.

3.3. SOME OPERATIONAL ASPECTS

Several conceptual features including the definitions of evaluation and monitoring, identification of the scope of a comprehensive evaluation system and construction of the EIPOL grid, as briefly stated in the previous section should guide us in developing an operational plan of evaluation and monitoring. To move further in this direction, some suggestions are presented in this section.

In order to plan and implement a built-in evaluation system there should be a unit for evaluation and monitoring at the national level as an integral part of the staff for the programmes of literacy, post-literacy and continuing education. There should also be an appropriate arrangement at the sub-national and local levels such that specific responsibilities concerning evaluation work are assigned to different categories of literacy workers based on different components of evaluation suggested subsequently in this paper. Needless to state that arrangements for the proper training of these personnel, co-ordination of evaluation work with other activities of the entire project or programme, and such other prerequisites must be adequately taken care of.

The evaluation unit together with other planners and administrators, and in consultation with a wide cross-section of personnel concerned, should undertake the task of preparing an evaluation plan. To ensure that the evaluation scheme is truly comprehensive in nature, and results in a built-in and development-oriented process, the following six major components or areas of evaluation are suggested. These components are inter-related and may be broken down into a smaller number of components or may be divided further adding a couple of other aspects. But basically, it is important to identify concrete areas of evaluation for developing a systematic and workable design. The suggested areas of evaluation are:

(i) Appraisal of the policy and plan of the entire programme.

(ii) Appraisal of the administrative and institutional organization.

(iii) Curriculum evaluation (content, learning materials, methods and training) for quality control.

(iv) Learner evaluation (formative, summative and self-evaluation).

(v) Progress monitoring of programme implementation.

(vi) Appraisal of the larger impact and long-range effects.

It is beyond the scope of this paper to give an exhaustive treatment to these areas. Therefore only a few remarks are given under each of them. Before doing so, the relationship of these operational areas of evaluation with the EIPOL grid is shown in Figure 2. The relationships are indicated by (x) and (xx), the latter showing more intimate relationship. To understand this figure, it is necessary to refer to Figure 1.

Areas of evaluation	Stages of a programme	Dimensions of evaluation				
		E	I	P	O	L
1. Appraisal of the policy and plan	Pre-planning and planning stages	xx	x	•	•	•
2. Appraisal of the administrative and institutional organization	Planning and Implementation stages	•	xx	x	•	•
3. Curriculum evaluation	Planning and Implementation stages	•	x	xx	•	•
4. Progress monitoring	Planning and Implementation stages	•	xx	xx	x	•
5. Learner evaluation	Implementation and Assimilation Stages	•	•	x	xx	x
6. Impact evaluation	Assimilation and recycling stages	•	•	•	x	xx

Figure 2: Relationship between six areas of evaluation with the EIPOL Grid

3.3.1. APPRAISAL OF THE POLICY AND PLAN OF THE ENTIRE PROGRAMME

At this stage evaluation procedures should be utilized for the diagnosis of the learners' needs and the overall environmental context; assessment of priorities, resources and the political support; and clarity and comprehensiveness of the policy for literacy and post-literacy programmes. Similarly, the plan itself should be evaluated by adopting suitable criteria such as adequacy, clarity, efficacy, flexibility, participation, arrangement for periodical review and modification, and so forth.

3.3.2. APPRAISAL OF THE ADMINISTRATIVE AND INSTITUTIONAL ORGANIZATION

The overall management structure and process play a very significant role in determining the success of any educational programme. It is more so in the case of literacy and post-literacy programmes on account of the wider age-range of their beneficiaries, a variety of socio-economic problems being faced by them, the size and diffused nature of the target population, nonformal and informal types of learning arrangements needed for these programmes, and the inter-sectoral co-operation (e.g. agriculture ministry, health department, rural banks) to be sought for serving both educational and developmental goals of these programmes.

The management structure and processes control to a large extent the in-put and process variables including financial resources which, in turn, influence immediate outcomes and long-range effects of the literacy and post-literacy activities. Therefore, periodical comprehensive reviews should be conducted in order to check the adequacy and feasibility of the overall administrative infrastructure, horizontal and vertical articulation and communication among its parts, and several other similar aspects.

In addition, the administrative and financial functions should be properly monitored under the scheme of progress monitoring.

3.3.3. CURRICULUM EVALUATION

In the past two decades, curriculum evaluation has developed into a systematic field of study and application. It includes techniques of formative and summative evaluation of the content, materials and methods of learning for controlling the quality of learning outcomes.

The question of quality control is of special concern in the programmes of literacy, post-literacy and continuing education on account of the nonformal and informal character of the programmes and many other factors. Therefore, curriculum evaluation is all the more relevant and significant for these programmes and should form an important part of their comprehensive evaluation system.

Curriculum evaluation is development-oriented in nature. Its purpose is to test draft textbooks, workbooks, supplementary reading books and other learning materials of literacy and post-literacy programmes, on a small group of learners in order to improve the effectiveness of these learning aids and their corresponding delivery systems through suitable methods and media. Before the textbooks and other learning materials are put to use on a large scale, they are pre-tested by using the methods of formative and summative evaluation. Through these pre-testing and post-testing devices, the instructional quality and pedagogical value of textbooks and other learning materials is maximized for the benefit of learners as well as for teachers to control the quality of learning outcomes.

As a result of one or more small-scale tests, the language level of the learning materials, presentation and organization of the content, clarity and communicability of illustrations, and other pedagogical as well as physical aspects of the instructional aids, are improved in a systematic manner before they are mass produced. Ideally, this should be done on an empirical basis. But if this is not possible to do so, on account of some limiting factors, the draft textbooks and such other instructional aids must be checked in a more qualitative and less formal manner with the help of a small group of learners, experienced teachers, and specialists in curriculum and instructional methods. This may be done through discussion and dialogue, observation, interviews and informal testing as appropriate for the purpose of diagnosing the strengths and weaknesses of these materials and perfecting them as much as possible before producing and distributing them on a large scale.

In brief, suitable techniques of try-out and pre-testing of the learning materials should be chosen according to local circumstances, but some sort of evaluation of these materials is extremely important to build a satisfactory level of quality in them for the benefit of the potential learners. As such, curriculum evaluation should form an essential part of the overall evaluation plan. Some countries such as Brazil, Tanzania and Thailand have already utilized this area of evaluation with great profit.

3.3.4. PROGRESS MONITORING

As stated in the previous section, monitoring is a part of a comprehensive and development-oriented system of evaluation. It involves a process of observing the progress of different components of a given programme in order to identify barriers and bottle-necks, if any, so that timely corrective measures are taken. For a successful implementation of large-scale and nonformal programmes like those of literacy, post-literacy and further education, the scheme of progress monitoring is very necessary.

In operational terms, some of the major steps involved in progress monitoring are as follows:

1. Selection of critical variables pertaining to inputs, processes and outcomes that are critical for the progress of implementing the programme

Given below are some illustrations of input and process variables as well as outcome variables that may be monitored:

Enrolment.

Attendance.

Attendance of special groups such as women, tribal people, those who are above the age of 30, etc..

Timely preparation and production of textbooks and other materials, and distributing them in adequate quantities to the Adult Education Centres.

Periodical replenishment of library books for neo-literates.

Punctuality in printing and distribution of newspapers for neo-literates.

Timely appointment of instructors, supervisors, etc..

Regularity in the payment of their monthly honoraria or salaries and in providing contingency funds to buy kerosene for evening classes, etc..

Provision for the initial and recurrent training of instructors and other functionaries, and for the quality of training.

Regularity of instructors in running the learning centres and consistency in the quality of their work.

Number of learners completing successfully each year the basic literacy stage of learning, post-literacy studies, correspondence courses, vocational courses, etc..

Holding of the meetings of national, sub-national and local advisory boards or committees.

These are listed here only as examples to clarify the first step in designing a monitoring system. Each country should identify critical variables for monitoring according to the nature and scope of their programmes. They should, however, not be too many in number and only the more critical ones should be selected to keep the monitoring work manageable.

2. Identification of different levels at which these variables are to be monitored under different functions.

It may be noted that the critical variables, listed above as examples, belong to different types of functions. For facilitating the monitoring work, the functions may be classified as:

Financial.

Administrative.

Academic.

Furthermore, these variables operate at different levels of the vertical structure established for implementing the programme. For instance, in India, where monitoring has been introduced in the literacy programme, six levels of functioning are identified as follows:

National level functions

State level functions including the State Resource Centres

District level functions

Project level functions

Supervisor level functions

Functions at the level of the local adult literacy centre and its instructor

These two types of classification - functions and levels - is necessary to decide which variable will be monitored at which level and by which functionary and who will be responsible for taking corrective measures. For this purpose a two dimensional chart of functions and levels as given in Figure 3 becomes a useful tool.

Function Types / Level of operation	1.Financial	2.Administration	3.Academic
1. National	1.1	1.2	1.3
2. State	2.1	2.2	2.3
3. District	3.1	3.2	3.3
4. Project Unit	4.1	4.2	4.3
5. Supervisor	5.1	5.2	5.3
6. Instructor and the Adult Education Centre	6.1	6.2	6.3

Figure 3: A Chart for deciding the monitoring of different functions at different levels of operation (Example based on a vertical structure for literacy programmes in India)

It may be noted from this Figure that different variables can be allocated to one or more cells and the point of collecting data and the functionaries responsible for consolidating and analyzing data for taking corrective measures as necessary can be clearly identified. This particular step has therefore a great operational significance in designing a monitoring system.

3. Determining the periodicity of data collection

Monitoring is a process of observing the progress of a programme periodically and for taking timely corrective measures. Therefore, it is necessary to determine the periodicity of collecting data concerning each of the selected variables, either individually or in their clusters. The periodicity may also vary with levels. Regarding attendance, for example, the instructor will collect data on a daily basis at the level of the Adult Education Centre (cells 6.2 and 6.3 in Figure 3). But the project unit may collect it every month and take necessary corrective measures where necessary with the help of the supervisor or the advisory committee of the local community. However, the attendance data may be collected and used only twice a year at the national level (cell 1.2). A word of caution is called for at this stage. The periodicity of collecting data should not be too frequent, otherwise the workload of different functionaries becomes unduly heavy, irregularities in data collection increases, and the collected information is not analyzed and utilized in time for taking corrective measures. In consequence, the very purpose of monitoring is vitiated. Thus, any undue zeal on the part of the planners of a monitoring scheme needs to be checked. A pilot try-out is required to take appropriate decisions regarding the periodicity and other such aspects of data collection.

4. Procedures for data collection, analysis and use of monitoring

Appropriate forms should be designed, tried out and finalized as instruments for data collection according to the nature of variables and the level from which data are to be obtained (as may be seen from Figure 3). Some countries like Botswana and India have already worked out the forms, questionnaires and related procedures for data analysis and the use of the information for progress monitoring.

Here again it should be seen that the work does not become too heavy, cumbersome or ritualistic. In some situations, collection of oral information becomes not only less time consuming but also more valid as some information is not put on paper for understandable reasons. This system is more functional in those cultures which have a long tradition of oral communication rather than a written one.

5. Taking corrective measures in time

This is the most crucial element of a successful monitoring system. It is this element which differentiates monitoring from a typical programme of periodical statistical surveys or from a classical inspection system. Unless the barriers and bottle-necks are identified and appropriate corrective measures immediately taken, the objectives of monitoring will not be served and the whole programme will become wasteful and burdensome. Therefore, this particular step should be properly planned and executed in the overall scheme of monitoring literacy and post-literacy programmes.

3.3.5. LEARNER EVALUATION

This is the most common area of evaluation included in almost all literacy programmes throughout the world and therefore it is not intended to elaborate on it in this paper. Only a few remarks are added:

(i) A great amount of innovative work has been done by different countries in this field during the past few decades of the literacy movement. If arrangements are made to exchange these experiences, the planning and development of learner evaluation will become yet more effective

(ii) Self-evaluation by adult learners should be more emphasized, and plans should be made to enable and encourage the learners to carry out continuous self-evaluation of their educational progress for better development. Experiments carried out in some countries like Mali, Niger and Togo are of great interest in this respect. Similarly, participatory evaluation by the learning group as a whole should be more emphasized.

(iii) Learner evaluation in the programmes of post-literacy and continuing education should be included in a suitable manner in an overall evaluation design. Much of this should be self-evaluation or participatory evaluation, but in some cases a formal and award-bearing evaluation may become necessary for practical purposes.

(iv) The questions of certification and grade-equivalence should likewise be included as a part of a comprehensive evaluation plan.

3.3.6. IMPACT EVALUATION

The term impact refers to both immediate and long-range effects of the programmes of literacy, post-literacy and continuing education on the personal, social and vocational development of the individuals and their collectives, especially their families and the local community. It thus refers to the results of these programmes beyond the learning outcomes or educational achievement, and on to the larger areas of socio-economic development and quality of life. Since such effects of literacy and further education programmes cannot be isolated from other similar influences in the society, the impact evaluation becomes rather difficult. There are some statistical techniques which can be meaningfully employed for this purpose under certain assumptions. However, by using certain simpler techniques also, a reasonably good understanding and insight can be obtained regarding the impact.

One of the requirements for planning impact evaluation is to identify certain evaluative criteria in the form of expected impact outcomes (corresponding to the expected learning outcomes in the case of achievement evaluation) such as (i) greater self-confidence; (ii) increased participation in the community and civic affairs; (iii) improvement in productivity and income; (iv) greater use of available services such as rural banking, postal services or agricultural extension; (v) increased concern about the education of one's children; (vi) greater awareness about the social and economic issues; etc.

In order to get evidence about these and other such evaluative criteria or indicators, certain qualitative or quantitative assessment techniques may be adopted. For example, tracer studies may be carried out by following a group of neo-literates for three to five years and by collecting evidence about their further learning as well as application of learning in different domains of life. Also, comprehensive reviews may be carried out from time to time using the interview and observation techniques. Such reviews may not be just for the impact evaluation but also for other relevant components of comprehensive evaluation discussed earlier. Similarly, in-depth studies of selected individuals and the collecting of anecdotal reports from them through extended dialogues may also provide a reasonably good understanding about the impact of literacy and post-literacy programmes, and necessary insights for modifying them for better results.

3.4. IN CONCLUSION

It may be observed that a number of conceptual and operational aspects have to be taken into account in designing a comprehensive, built-in and development-oriented system of evaluation as an integral part of the plans for literacy and post-literacy programmes. It is not necessary to include all components of evaluation and monitoring at a time. Depending on the local circumstances a feasible and reasonably comprehensive evaluation plan should be worked out and further developed in a phased manner. But without a systematic and multi-dimensional design, the potentiality of evaluation and monitoring as a tool for development and improvement of the programmes is not harnessed adequately. What is more, certain areas of evaluation such as curriculum evaluation or impact evaluation, are totally neglected if a comprehensive evaluation design is not prepared in a systematic manner. As a result, the policy-makers, planners and practitioners remain in the dark as regards the quality of learning outcomes, and their long-range effects on the individual and the society, despite the fact that the programmes of literacy and post-literacy are carried out by developing countries with great sacrifice of money and manpower.

In order to achieve the goals of planning and implementing well developed evaluation designs, there is a need to create forums for the exchange of ideas and experiences and for mutual training and enrichment among key personnel responsible for literacy and post-literacy education. Such mutual orientation programmes will help in improving substantially the evaluation component of the literacy and further education programmes. Also, more specialized training for the personnel working in the evaluation units of these projects is essential.

Finally, when implementing any evaluation scheme the quality and feasibility of the scheme itself should be observed in order to ascertain from time to time that it does not become mechanical and ritualistic, that its spirit as a device to obtain illumination and insight into the vital processes of management and pedagogy is not lost, and that it continues to remain genuinely improvement-oriented. In other words, the task of evaluation of the evaluation scheme itself should not be lost sight of.

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Miss T. Bare in a literacy class near Mwanza

Mrs. Evelyn Jouce Sethekele Shawa with an agriculture goup at Mwika Education Centre

4. H.S. Bhola: The Concept of Integration in Literacy and Post-Literacy Programs

THE CONCEPT OF INTEGRATION
IN LITERACY AND POST-LITERACY PROGRAMS

By H.S. Bhola
Indiana University

1. Integration means the bringing and fitting together of parts into a whole to secure maximum unity in the performance of functions.

2. Integration is by no means easy. In the world we live in today, we are caught in a paradox. To perform the complex tasks of development (in education, health, nutrition, engineering, ecology), we need specialists and specialized institutions. Once we have specialists and specialized institutions, we need to integrate their objectives and functions so that they are unified in the ultimate task of bringing development to the society. Thus, the two tasks of specialization and integration are born from the same process of development.

3. While the need for integration is widely understood, the process of integration is not understood as well. Too often, integration is seen merely as a problem of (i) organizational coordination, and (ii) curriculum development.

3.1 If different development agencies, for example, establish a coordination committee, integration is claimed to have been established. Coordination committees are important, but not enough. Many other things need to be done.

3.1.1 It is easy to establish a coordination committee, it is most difficult to keep a coordination committee functioning.

3.2 Literacy and post-literacy workers (and educators in general) often define integration as curricular integration. If different subjects and content areas can be reflected in the same curriculum, integration is claimed to have occurred.

4. Ideally, integration of structures and functions of many specialists and specialized agencies should cover the whole gamut of activities listed below:

   a. Integration of program and curriculum development activities of all concerned

   b. Integration of policy formulation and planning activities of all concerned

   c. Integration of the delivery of services of all concerned in terms of settings of delivery; and of the roles of functionaries in the field, and

   d. Integration of the evaluation functions of all concerned.

5. Realistically, perfect integration is beyond human reach.

5.1 Functionaries of the same development agency do not always think alike and work together. Different agencies of the same government do not always think alike and work together. There is inter-personal conflict and there are inter-institutional rivalries.

5.1.1 Even well intentioned people and agencies cannot fully integrate because coordination takes time and effort.

5.2 At the other end of development, the beneficiaries of services cannot produce consensus, but are in conflict. Often they may actively disrupt integration.

6. The chart below is included to assist literacy and post-literacy workers to get a comprehensive look at the variety of issues and opportunities for integration of structures and functions. Some concrete examples follow the chart.

IMPLICATIONS OF INTEGRATION FROM THE PERSPECTIVE OF LITERACY WORKERS

	Literacy Component (A)	Post-Literacy Component (B)	Formal Education Sector (C)	Development Extension Services (D)	Overall Development Actions (E)
Policy and Planning Level (I)					
Program and Curriculum Development Level (II)					
Delivery at the Field Level (III)					
Evaluation of Impact Level (IV)					

velopment Education Center (BDEC)? is there an integration of roles among the various field workers? Is there a single animator of village level worker or is there a multiplicity of field workers?

A and C What is the role of formal education for the delivery of literacy and post-literacy? Are secondary school students performing teaching duties? Are primary and secondary school teachers performing supervisory duties?

A and B Will today's literacy groups become tomorrow's post-literacy groups? Or will post-literacy be delivered individually? What institutional arrangements will be created/used for the delivery of post-literacy?

11. Integration at the Level of Evaluation (IV)

If it is assumed that literacy, post-literacy and education and extension have a role to play in development, then evaluation carried out by various providers of services should be based on this assumption. That is, in studying development impact, the role of literacy should be studied as well. In studying the impact of development extension, it should be found out whether literacy does increase returns on extension expenditures.

12. Like anything else in development work, integration does not just happen. It needs doing. Once we are aware of the possibilities, then perhaps we can act. This is an invitation to action!

7. The matrix above suggests a variety of needs and opportunities for integration.

8. Policy and Planning Level (I)

A and E What is the position assigned to literacy in the overall development policy and operations? Has literacy been considered central to the developmental process?
Establish a policy group which systematically examines existing development policy and develops policy and planning implications of such policy for literacy work. If there are policy gaps or contradictions, those should be brought to the attention of policy makers through proper channels.

A and D Is literacy functional? How seriously is the functionality of literacy taken? On the other hand, are development extension departments making "assumptions of literacy" in the design and implementation of their policies and plans? The policy group suggested above should also find answers to these questions.

A and B and C Is formal education creating the structural and social problems and distortions which literacy and post-literacy are later supposed to solve? Is there the expectation that literacy and post-literacy are the foundations for a complete system of spare-time schools and universities for adults? The policy group should articulate these questions and make sure that these are faced by policy makers and not just pushed under the rug.

9. Program and Curriculum Development Level (II)

A and B and D Is there integration between literacy, post-literacy and development extension in the design of programs and curricula; and especially in the production of materials? Clearly, literacy and post-literacy materials should reflect development realities; and extension literature should be so written as to be readable by new literate adults.

A and B and C If the policy is to create an alternative system of spare-time education for adults, the questions of equivalence and acceleration must be solved. If literacy and post-literacy are to be kept away from formalization and certification, then the program and curriculum development can be modular.

A and B The level of skills and content should be defined both for literacy and post-literacy. Diversification can be built into both literacy and post-literacy and yet the integration of purpose and function can be maintained.

10. Integration at the point of Delivery (III)

A and E Are educational inputs and development inputs being delivered as a package? Is there people's participation at the field level so that there is a system of demand for integrated delivery of services?

A and D Are extension workers teaching literacy? Are they supplying the functional component of the literacy program? Are all extension services and literacy and post-literacy being delivered through a shared point of delivery such as a Learning Resource Center (LRC) or something like Ethiopia's Basic De-

Seminar participants in a library of a textile mill in Dar es Salaam

Mrs. Sylvia Janet Masango, Senior Skill Training Officer, Ministry of Youth, Sport and Culture, Zimbabwe, in a carpentry workshop. Discussion among trainers

Learners in class.
Eager to learn.

PART TWO: THE TANZANIAN APPROACH TOWARDS POST-LITERACY

I. Strategies and Techniques Adopted

Zakayo J. Mpogolo: Learning Strategies for Post-Literacy and Continuing Education in Tanzania

1. BACKGROUND AND CONTEXT

1.1 Geographical, Economic, Political and related Aspects

Tanzania lies on the east coast of Africa and covers an area of 362,82o square miles. Lakes and rivers occupy some 20.650 square miles. Tanzania is bordered by Zaire and Burundi in the west; Kenya and Uganda in the north; and by Zambia, Malawi and Mozambique in the south. The most conspicuous physical feature of the country is the Great Rift Valley, which runs through Lakes Nyasa and Tanganyika, branching northwards to Kenya and Ethiopia, eventually finding its way to the Dead Sea. Kilimanjaro, the highest mountain in Africa, 19,340 feet high, is in the north-east of Tanzania.

The climate and vegetation vary from one area to another depending on the altitude and the distance from the sea. The coastal belt, where coconuts and cashew nuts are abundant, is hot and humid. The central plateau is hot and dry with short periods of rainfall. The semi-temperate highlands and the fertile populous belts around Lake Nyasa constitute the best farmlands and grow some of the most important cash crops in the country.

At Independence in 1961, Tanzania had a population of about 9 million people. According to the 1967 census, there were 12.3 million people in the country. The statistical data of the 1978 census show that the population now stands at 17,551,925 people, of whom 475,555 are on the isles. About 90 per cent of the people live in rural areas. As a result of improved health services the population has an estimated growth rate of 3.3 per cent per annum.

98 per cent of the population are Africans; the rest are of European and Asian stock. The African population is composed of 126 ethnic groups. Despite diverse cultural traditions, these groups are unified by the Swahili language, which is both the official and national language of Tanzania.

Economically, Tanzania is an agricultural country. Agriculture provides 38 per cent of the gross national product and over 80 per cent of foreign exchange earnings. The major agricultural cash crops are cotton, coffee, tea, sisal, tobacco, cashew nuts, sugar, pyrethrum, oil seeds, maize and wheat. Other exports include minerals such as gold, diamonds and mica, textiles, tinned meat and other meat products, timber, and salt. In return, Tanzania imports heavy machinery, tractors and cars, household goods, medicine, construction equipment and foodstuffs. However, there are a few processing industries such as coffee curing, cotton ginning and sisal decortication. The manufacturing sector is mainly engaged in import substitution, making luxury goods such as beer, cigarettes, cold drinks, biscuits and sweets. Nevertheless, some essential commodities such as cement, corrugated iron sheets, paper and farm implements are being manufactured on a small scale. Plans are under way to manufacture more commodities to meet the needs of the people. The fishing industry is also expanding rapidly.

1.2 Educational System

The government of the United Republic of Tanzania is committed to the development of the nation in all its facets. To achieve this, a well-trained work force with appropriate skills is crucial. As is the case in many other nations, emphasis at the primary or first-level cycle is on the mastery of the three Rs. But because the majority of primary school leavers will not proceed to the second cycle, emphasis is placed also on preparing these young people for life in rural villages, where they will live for the greater part of their adulthood.

Relevant skills are imparted at the primary school level in a variety of ways. First, there are the school productive activities centring on farming or gardening. Depending on the location of the school, this type of activity can be very educational. Then there are practical skills taught in the school classrooms. These include training in crafts, carpentry, masonry, metalwork, domestic science, etc. Due to the age of the students not much can be done during the first seven years of primary school. A two-year programme after the seven years of normal primary school has been introduced in a number of districts, and this helps greatly to consolidate these practical skills. Some of the products manufactured in the course of training are marketable and have helped raise funds for other school activities.

Attempts have also been made to integrate theory with practice so that pupils see the practical application of what they study at school. This has been re-inforced by attempts to draw the school closer to the community it is built in. The school is viewed as an integral part of the community so that both benefit from each other. The school offers the community its facilities and certain academic skills; in return the community offers the school its practical experience.

At the secondary or second cycle level, the emphasis is on the manpower needs of the nation. The numbers admitted, the subjects taken and the ratios between certain subjects groupings all reflect the planned requirements of the nation. Certain internal adjustments are made for sex and regional differences so that those groups which have been underprivileged in the past can get the imbalance redressed.

For historical reasons, most secondary education has been academic. Vigorous attempts have been made to correct this. First, deliberate moves have been made to emphasize manual work in and outside the classroom. Attitudes towards manual work are monitored, and this has helped in getting pupils to take it seriously. Secondly, schools have been encouraged and required to engage in productive projects. Depending on their location, some have engaged in farming, poultry keeping, fishing, brick making, wevaing, construction, etc. Thus, apart from breaking down the barrier between mental and manual labour, the exercise has enabled the pupils to acquire skills they will need in later years.

There is a third aspect, namely, the extent to which secondary schools are changing from a purely academic orientation to a vocational one. Four vocations have been selected; these involve agricultural, technical, domestic science and commercial skills respectively. Each pupil spends on average one-third of his time on studies relevant to a vocation. Although secondary education lasts for six years, it is a four-year programme for most of those who enter the second cycle. The vocational emphasis is presently based on the four-year phase whereas the additional two years remain a pre-university type of training.

One long-standing criticism against the kind of secondary education inherited at Independence is that it did not offer any employable skills. The recent efforts described above will rectify this in the near future. But it is not all vocational training. There are also cultural studies, which help broaden the minds of the pupils. On graduation from this level, the coung person should have some employable skills, a broadened outlook, a foundation for higher studies, and should be able to become a useful member of society.

The tertiary or third level cycle places a heavy emphasis on professional and vocational studies. Within Tanzania there are higher educational facilities at the University of Dar es Salaam, at post-secondary professional institutions and at other, quasi-international, training institutes. Between them they offer qualifications at the degree, diploma and post-graduate diploma levels in medicine, engineering, law, agriculture, forestry, veterinary science, geology, hydrology, surveying, town planning, education, fisheries, wild life, accountancy, social welfare, business administration and various other fields. There are also courses in economics, statistics, political science, languages and physical sciences; these courses are taken by students who are later employed in both the public and private sectors.

High level skills are in great demand in Tanzania, and the available facilities are far from adequate. Tanzania thus still sends students abroad for training at this level. The number of students both at home and overseas is determined by the current as well as the projected needs of the nation. Shortfalls are covered by the recruitment of expatriates on contract terms. The long-term goals are that the nation should be self-sufficient in manpower and in the provision of training facilities.

1.3 Literacy Situation

Like most African countries, Tanzania was swept by the scourge of colonialism as the epoch of colonialisation gained impetus in Europe at the turn of the twentieth century. Tanzania was subjected to two colonial regimes between 1884 and 1961. The first occupants were the Germans, who ruled the country from 1884 to 1919. Then came the British, who ruled Tanganyika from 1920, first as a mandate territory under the League of Nations, and after the Second World War as a trusteeship territory under the United Nations Organisation. Tanzania achieved Independence on 9th December 1961.

During the colonial administration, literacy activities did not start until after the Second World War, when centres were opened for ex-army men. In 1949 the social welfare department extended its services to include adult education in urban centres. At Independence the illiteracy rate was 75 per cent. A Ministry of Community Development and National Culture was formed and charged with mobilizing people for social and economic progress.

The community development workers functioned mainly as agents of change; their activities ranged from organizing literacy classes and women's groups to initiating self-help projects - for example, the construction of feeder roads, houses, latrines and wells. According to a 1965 report on adult literacy and post-literacy education, there were at that time 7,257 literacy classes with a total enrolment of 541,562 adults, of whom 206,214 were men and 335,348 women. In addition to these classes there were 440 follow-up classes (English and Arithmetic) with a total enrolment of 14,043 adults, and there were also 1,914 women's groups (cooking, sewing, embroidering, child-care, etc.) with a total enrolent of 112,739.

In 1965 the Ministry of Community Development and National Culture became the Ministry of Regional Administration and Rural Development. Up to July 1969, when literacy and adult education activities were transferred to the Ministry of National Education, about 600,000 adults had passed through adult education classes. The following points should, however, be noted. Firstly, neither the earlier Ministry of Community Development and National Culture, nor its successor, the Ministry of Regional Administration and Rural Development, had had an overall policy giving clear objectives to its adult and literacy activities. Secondly, the lack of an integrated policy at a national level meant that there could be neither an articulated strategy nor an adequate administrative structure. Thirdly, there was little or no coordination and no substantial financial commitment by the government. Fourthly, no meaningful evaluation of the effectiveness of our literacy efforts was possible from so diffuse and uncoordinated a background of action. Fifthly, adult education was wrongly identified with literacy classes for learning the three Rs.

2. GENERAL ISSUES

2.1 Policy Matters

The educational system Tanzania inherited at Independence was a colonial one aimed at maintaining the capitalist order.It was elitist and class-promoting. Its contents was inimical to Tanzanian values, since it encouraged exploitation and oppression. "The educational system introduced in Tanzania by the colonialists was modelled on the British system, but with even heavier emphasis on subservient attitudes and on white-collar skills. Inevitably, too, it was based on the assumptions of a colonialist and capitalist society. It emphasized and encouraged the individualistic instincts of mankind, instead of his cooperative instincts. It led to the possession of individual material wealth being the major criterion of social merit and worth" (Nyerere, 1968).

Tanzania's post-independence education had to serve socialist ends. We could not politically justify the retention of the colonial system. Socialist education had to have a corrective or remedial aspect as well as a constructive one. Colonial values had to be removed from the people and genuine socialist ones implanted instead. This meant a revolution in the structure as well as in the content of the things people had to learn.

The Arusha Declaration of 1967 contains strong indications of the necessity of socialist education. An ignorant citizenry can hardly be expected to live a democratic life and control its economy. The obligation of the Party (TANU) to educate the people was enunciated in the following words: "To see that the government mobilizes all the resources of this country towards the elimination of poverty, ignorance and disease" (Nyerere, 1968, p. 232).

The allusion to universal education is inescapable. The Arusha Declaration indicates also the contents of education in regard to what our people must know and do in order to build a socialist nation. People are required to control all the major means of production; the peasants and the workers are required to choose and control their own government. They are to be educated for self-reliance. Obviously political and economic contents must figure in our system of universal education.

The First Five-Year Development Plan 1964 - 1969

When introducing the first five-year development plan in his address to parliament on 12th May, 1964, Mwalimu Nyerere said among other things: "First we must educate adults. Our children will not have an impact on our economic development for five, ten or even twenty years" (Nyerere, 1966). Adults can make immediate use of education.

The general policy of the first five-year development plan was geared to rural development. Hence literacy, which would facilitate the learning of better farming techniques and so lead to increased productivity, was used as a tool for rural development. In fact, the World Experimental Literacy Programme project in Tanzania was included in the plan. It is also worth noting that the Arusha Declaration was made when this plan was being implemented.

The Arusha Declaration of 1967

The campaign to eradicate illiteracy in Tanzania and the adult education policy as a whole is a direct consequence of the country's policy of socialism and self-reliance introduced by the Arusha Declaration of 1967. The implications of the Arusha Declaration for adult education and education for self-reliance are obvious. Educational equality can only be achieved when society holds out educational opportunities to the entire population, including adults. The most important goals of our educational system are for education to become more an integrated part of the life of the community and to serve society in general.

In addition to earlier statements and commitments by TANU to human development through education, this fact was revitalized by Mwalimu Nyerere in 1968 in relation to freedom and development: "People cannot be developed, they can only develop themselves. Man develops himself by what he does, by making his own decisions, by increasing his own knowledge and ability and by his full participation as an equal in the life of the community he lives in." Mwalimu Nyerere continues by stressing that "..... a man is developing himself when he improves his education on whatever he learns about which can help him understand the environment he lives in, and the manner in which he can change and use his environment in order to improve himself" (Nyerere, 1973).

The Second Five-Year Development Plan 1969 - 1974

The second five-year development plan (1969 - 1974) aimed at more socialism and self-reliance. The speech of the President of TANU, Mwalimu Nyerere, to the party's conference when he presented the five-year plan for approval and the text of the approved plan itself both pointed out clearly that, for the plan to be successful, mass education would be required. The people had to know the plans, had to participate in decision-making about their own development, and they had to actively participate in the intelligent implementation of the plans accepted for their own welfare and improvement. Intelligent and willing agents of the national projects were definitely the best guarantee for the efficiency and effectiveness of the plan.

The government, the party's tool for implementing its policies, took very rapid and momentous steps on adult education in the course of 1969 and 1970. Tanzania had long realized that its development lay in the education of the masses, whose level of productivity was so vital to its economic plans. Tanzania could not honestly be proud of its manpower achievement while more than than 70 per cent of its citizens were completely excluded from literacy, the tool of their development. There was need for action. Fast decisions came. Tanzania was ushered into the adult education revolution towards a nationwide development of socialism. In one of two new-year addresses to the nation, both of which laid down policy on adult education, the President stressed the need for adult education to be an integral part of socialist Tanzania.

On 31st December 1969 the President said this on our new determination. "Although there has been a lot of talk about education for adults and quite a lot of people working in this field, we have not yet really organized ourselves for a major attack on ignorance. The Central Committee of TANU has decided that we must do this in 1970. The coming twelve months must be 'Adult Education Year' and we must give this work a very high priority!" (Nyerere, 1970). The President enumerated the three objectives of Adult Education for Tanzania:

- To shake ourselves out of the resignation to the kind of life Tanzanian people have lived in the past.
- To learn to improve our lives.
- To learn to understand our national policies of socialism and self-reliance.

Eradication of Illiteracy in Six Districts, 1971

At the end of his message on 31st December, 1970, Mwalimu Nyerere made a second appeal to the nation to carry adult education activities even further. The response in the 1970 Adult Education Year campaign had been encouraging, but since education is like a hill and a person gets better vision as he climbs higher, Mwalimu Nyerere once again urged all Tanzanians to continue climbing the hill of knowledge. He directed that six districts be selected for various reasons.

Ukerewe and Mafia are islands. In Ukerewe a good start towards complete eradication of illiteracy was made during 1970. Mafia, on the other hand, had a population of only 17,000 people. These islanders are isolated, and their social attitudes, especially with regard to women, needed change before a major breakthrough in adult education could take place. It was felt that since their number was still small they could easily be mobilized. The Kilimanjaro and Masasi districts were chosen because they had the highest national average of literates; if all the literate people co-operated with party and government officials, it was hoped that illiteracy could be eradicated by the end of 1971. Pare district is famous for its strong co-operative spirit. The people there, who live in inaccessable mountain areas, have successfully undertaken many self-help road construction projects. It was hoped that the same spirit would be shown in combating illiteracy.

The last district was Dar es Salaam. Dar es Salaam city has many literate workers, who would be able to help in the fight against illiteracy. There are many facilities, such as libraries, which can be used by anyone who can rad and write. If proper campaigns were organized to enlist the participation of the party, government, voluntary agencies, and trade union officials, the problem of illiteracy could be overcome.

In all districts there was mass mobilization by party and government officials. Adult education committees helped the party, government and voluntary organizations in the difficult task of registering illiterates and in planning the implementation of adult education. Mafia set a very good example in the campaign, although at the beginning attendance was very poor compared to other districts in the nation. The cooperation between TANU officials from the ten-cell leaders to the district level, government Ministries and private organizations, under the guidance of the Area Commissioner, gave very encouraging results. Then the census of all illiterates was completed, teachers were recruited from party and government employees, as well as from volunteers. Supervisors of centres were appointed. Adult Education Comittees were formed at all levels. Books (primers) and supplies were ordered and distributed to all centres. Transportation was mobilized. While the six districts were doing their work, other districts in the regions were also hard at work.

Table 1

Results of the 1971 literacy campaigns in the six districts

District	Estimated number of illiterates	Number of registered illiterates	Per cent of enrolment achieved
Mafia	8,545	8,549	99.9
Ukerewe	36,000	35,843	99.6
Kilimanjaro	46,510	45,466	97.8
Pare	24,121	24,121	100
Dar es Salaam	100,000	28,306	28.3
Masasi	51,973	45,364	87.3

Due to the problems of literacy assessment, particularly in mass literacy campaigns, - literacy was not clearly defined in Tanzania until 1974 - it is difficult to state categorically how far each district succeeded in eradicating illiteracy, although statements do appear in the assessment report that some districts did manage to achieve the desired goal. However, we can state that the most important and significant gain by the Ministry of National Education was the experience in organizing a literacy programme on a wider scale and under varied geographic and socio-economic conditions.

2.2 TANU Resolutions on Adult Education, 1971

In September, 1971 the President of TANU presented his report on the development of Tanzania for the past ten years to the TANU biennial conference on adult education. Mwalimu Nyerere not only stressed the importance of lifelong learning but also associated learning with working and living.

> Just as working is a part of education, so learning must become an integral part of working and people must learn as and where they work .... It is therefore essential that work places become places of education as well as of work. If we are to make real progress in adult education it is essential that we should stop trying to divide up life into sections, one of which is for education and another, longer one, which is for work with occasional time off for "courses". In a country dedicated to change we must accept that education and working are both parts of living and should continue from birth until we die, (Nyerere, 1973).

The same year, TANU proposed guidelines which stressed that Tanzania was still, so to speak, at war. Liberation for the people was an all-encompassing activity to eradicate the mentality and bureaucracy inherited from colonial times. Real development depended on people's participation, while defence and national security could only be carried out by the people themselves. These guidelines on the role adult education could play in the liberation of Tanzanians and the goals set in the 1970 presidential message on adult education gave every reason why Tanzanians should step up efforts in the war against illiteracy. Ignorance does not promote development. Therefore the TANU biennial conference of 1971 suggested that all literate people should participate in adult education programmes and that adult education should be part of work (resolution 21). But the most revolutionary resolution was No. 22, which directed that plans should be made so that Tanzania would completely eradicate illiteracy by 1975; so that adult education classes would become the rule in all places of work; and so that ways and means would be found to attain universal primary education.

2.3 Towards Nationwide Eradication of Illiteracy by 1975

The national campaign against illiteracy began immediately after the Party resolution with the preparation by the Ministry of National Education of policy guidelines for the whole country. On the basis of the 1967 census it was estimated that there were about 5,200,000 illiterates aged ten and above. These were to be educated in two phases. During the first phase from May 1972 to April 1974, about 4,000,000 adults enrolled and attended literacy classes. This left 1,200,000 adults for the second phase in 1974/75. About 1,200,000 adults were enrolled in the final period from May 1974 to April 1975, which left room for the provision with literacy training of some 500,000 youths who had missed out on schooling because of the inadequate primary school intake.

In 1972, when the Ministry of National Education issued its guidelines, the following aims were set:

- The six districts challenged by the President to wipe out illiteracy by the tenth anniversary of independence were to continue to cover all their population.
- All Ujamaa Villages in the country were to wipe out illiteracy by December, 1972.
- The four Lake Nyanza regions, Mara, Mwanza, Shinyanga and Kegera, were to wipe out illiteracy by December, 1972.
- The remaining 16 regions on mainland Tanzania were to work out plans in four phases to enable them to wipe out illiteracy by December, 1975.

Tables 2 and 3 show the progress in nationwide anrolment (1970 - 1977) and recruitment of teachers (1970 - 1975):

Table 2

Enrolment in literacy classes 1970 - 1977

Year	Enrolment	Year	Enrolment
1970	261,369	1974	3,303,103
1971	908,351	1975	5,184,982
1972	1,508,204	1976	5,255,560
1973	2,989,910	1977	5,819,612

Table 3

Literacy teachers

Year	Professional teachers	School students	TANU party Inst.	Govt. workers	Religious workers	Volunteers	Others	Total
1970	7,643	1,639	399	1865	368	663	360	12937
1971	13,135	2,394	825	2053	487	487	9960	29341
1972	33,903	4,031	634	1864	325	46,865	484	88106
1973	20,672	2,893	3310	4699	644	59,590	2454	94262
1974	13,289	4,469	2466	4889	679	79,648	2233	107673
1975	14,917	9,409	3477	6777	946	94,607	3752	133885

a *National Literacy Tests*

The evaluation and assessment of learners' achievement in literacy included the following elements: literacy ability, enrolments, participation in various primer lessons, attendance pattern, patterns of the implementation of the functional aspect, categories of participating literacy teachers, and the assessment of effect of eradication of illiteracy.

The extent to which illiteracy had been eradicated was assessed by means of a national literacy test; this test was twice administered nationwide, once in August 1975, and again in August 1977. The philosophy upon which the national literacy tests were based was stipulated in a document issued by the Tanzania UNDP/Unesco Literacy Project, Mwanza, in 1974. Briefly, the document called for a national definition of literacy so that uniform criteria for working out attainment levels could be adopted. It also presented arguments for and against comparing primary school grades with levels attained by participants in the functional literacy programmes. The debate went as far as questioning the application of the concepts of "pass" and/or "fail" and "learning" to a process that runs along a continuum. The document presented a total of seventeen different literacy definitions which had been used at one time or other in various parts of the world by national and international organizations and institutions as well as by researchers. Finally, the document made some proposals about possible levels of literacy and argued for a nationwide assessment of the literacy campaign. The proposals, having been deliberated upon by the appointed national committee, were finally accepted and approved by the Ministry of National Education. A combination of the following definitions was adopted to define a literate person in the Tanzanian context:

- *A person is literate if he is able to read and write a letter within the family; locate streets, buildings etc.; observe danger warnings in the streets and at work; follow simple directions in many everyday situations; read a newspaper to keep up with current happenings and to obtain information; keep records; read "how to do it yourself" books; read short books on better living, better foods, better ways of farming etc.*
- *An individual is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community and whose attainment in reading, writing and arithmetic makes it possible for him to continue to use these skills towards his own and community development.*
- *Adult literacy, an essential element in overall development, must be closely related to economic and social development priorities, and to present and future manpower needs. All efforts should, therefore, tend towards functional literacy. Rather than as an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning, of acquiring more information that can immediately be used to improve living standards, reading and writing, should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in civic life and a better understanding of the surrounding world, and should immediately open the way to basic human culture.*

There were also adopted achievement levels for functional literacy participants defined as follows:

> *Level I:* A participant who has enrolled and has attended two thirds of the literacy sessions in any one year of literacy activities.
>
> *Level II:* A participant who qualifies for Level I above, and who also has successfully passed one or both tests for the following sub-levels:
>
> > *Sub-level (i):* A person who is able to recognise words and symbols, write letters and syllables, write numbers and arithmetic signs, and so some mental arithmetic.
> >
> > *Sub-level (ii):* A person who is able to read short, simple meaningful sentences, is able to write simple short sentences and can add and substract one figure sums.
>
> *Level III:* A person who qualifies for Level II above, and who also has successfully passed one or both tests for the following sub-levels:
>
> > *Sub-level (i):* A person who is able to read short simple meaningful sentences, is able to write simple short sentences and can add and substract two figure sums.
> >
> > *Sub-level (ii):* A person who possesses mastery over symbols in their written form or is able to write and read messages. Such a person should be able to perform the following: read fluently a simple text with understanding (the text itself being based on common syllables and vocabularies in the functional primers and according to the most frequent syllables and vocabularies used in the Swahili language); write a simple short message or passage; add and substract three figure sums; multiply two figure sums; and divide by one figure.
>
> *Level IV:* A person who continuously uses the acquired literacy skills. Such a person should have qualified in Level III above and also should be able to: read and write messages; read newspapers (for example, *Uhuru, Mfanyakazi, Kiongozi, Ukulima Wa Kisasa, Elimu Haina Mwisho, Jiendeleze, Tujielimishe*, etc.); keep up with current happenings and obtain information; read "How to do it yourself" books, short books on better living, food, ways of farming, etc.; and keep records and solve simple arithmetic problems. He should also be able to keep a simple book of accounts on income and expenditure.

Those participants who had achieved Levels III and IV in reading, writing and arithmetic were to be considered as literacy graduates, and those participants who had achieved Level IV were to be considered as functionally literate.

Results of the National Literacy Tests, 1975

In 1975 the national literacy test was administered on a single day throughout the country. The following results were obtained:

- It was found that as of September, 1975, 5,860,437 people were illiterates, i.e. 100 per cent of the population.
  - males 2,561,211 (44 per cent)
  - females 3,299, 216 (56 per cent)

- The number of those who registered themselves for literacy classes was 5,184,982.
  - males 2,287,921
  - females 2,897,061
- Those who appeared for the test on 12/8/75 numbered 3,806,468 or 73 per cent. All the regions indicated a participation rate in this test of more than 50 per cent.
  - males 1,738,406
  - females 2,068,062
- Those who did not appear for the tests numbered 1,380,514.
  - males 549,515
  - females 830,999
- Those who had not registered for the literacy classes numbered 675,455.
- The performance in the test showed that 1.4 million persons (37 per cent) qualified for levels III and IV. These were considered to be literate.
- The results also showed that 1.35 million persons (35 per cent) qualified for level II.
- The rest of the participants in the test, 1.05 million persons (28 per cent) qualified for level I and below.

Table 4

Stages of achievement of participants in literacy programmes - 1975 literacy test

STAGE	MALES	FEMALES	TOTAL
IV	306,544 (53 %)	268,332 (47 %)	574,876
III	416,403 (50 %)	412,706 (50 %)	829,109
II	579,485 (61 %)	373,368 (39 %)	952,853
Below I	162,489 (40 %)	244,175 (60 %)	406,664

Results of National Literacy Tests - 1977

The results of the second assessment of the national literacy campaign revealed that this cumulative figure of illiterates rose to 6,001,266 in 1977. The increase of 140,829 illiterates could be attributed to three main factors:

- The reorganization of rural communities into permanent villages facilitated the identification of illiterate adults hitherto unknown.
- In some cases adult education officers felt that the earlier enumeration of illiterates had not been accurate.
- Youths not attending school and entering the illiterate adult age group (10 years of age and above) during the period between 1975 and 1977 might have been a contributory factor. Of the 6,001,266 adult illiterates in 1977, 5,819,612 had enrolled in literacy classes by September 1977, which was equivalent to 97 per cent (non-enrolment amounting to 181,654 illiterate adults).

It was expected that a total of 3,545,796 adult illiterates would participate in the 1977 test. However, the returns showed that only 1,036,759 males and 1,279,395 females, making a total of 2,316,154, did actually participate in the test.

On the basis of these results as indicators for the eradication of illiteracy it is estimated that the illiteracy rate had been reduced to 39 per cent for the population of 10 years and above. The position of illiteracy in 1967 and 1975 is given in Table 5.

Table 5

Percentage of illiterates in 1967 and 1975

Year	males	females	total
1967	54 %	80 %	67 %
1975	34 %	44 %	39 %

The known cumulative illiterate population figure was recorded at 5,860,437 (aged 10 years and over) in 1975.

The reasons indicated in the field-returns for non-participation in the test were as follows: Important journeys; attending funerals and making visits to sick relatives; some literacy participants were sick; pressure of farm work and domestic activities; shortage or lack of materials (such as pencils and test papers); some literacy participants were not informed about the test date; the significance of the test was not clearly understood; some examiners failed to report at the centres assigned to them; some participants were ashamed of being tested; heavy rain prevented some people from turning up for the test; coincidence of events (for example, doing the literacy test and electing ward leaders at the same time); long stays at the examination centres made some of the expected participants despair and leave; involvement in fishing activities; long distance to the test centres; activities related to village organization; and problems of eye-sight and old age. The reasons given in 1977 resemble those given for non-participation in the 1975 test. The detailed results of the 1977 test are given in Table 6.

Table 6

Stages of achievement of participants in literacy programmes - 1977 (Literacy Test)

STAGE	MALES	FEMALES	TOTAL
Below I	81,767 (39 %)	129,827 (61 %)	211,594
At Stage I	200,325 (38 %)	327,541 (62 %)	527,866
At Stage II	300,716 (39 %)	469,557 (61 %)	770,273
At Stage III	254,102 (54 %)	216,906 (46 %)	471,008
At Stage IV	199,849 (60 %)	135,564 (40 %)	335,413
TOTAL	1,036,759 (45 %)	1,279,395 (55 %)	2,316,154

On the basis of the 1977 test results, it was estimated that the illiteracy rate had been reduced from 39 per cent in 1975 to 27 per cent in 1977. The third national literacy test was planned for August 1981.

As elsewhere, the target population for testing literacy work in Tanzania is broadly conceived and includes not only neo-literates who have followed a particular literacy course but also the self-taught; those completing primary education; those who have dropped out of formal education; out-of-school learners, whose basic literacy experience has been a variety of occupational or other functional milieus; isolated rural communities; remote tribal areas; and nomads or scattered homesteads. Post-literacy activities have been launched as means for putting into practice the theory of lifelong education by enabling the neo-literate to use his skills and the knowledge acquired in the preceding phases and to embark on the acquisition of new knowledge and skills through a continuing process of further learning and greater mastery of his environment.

2.4 Research

Research is an essential tool in the national planning of all aspects of development. Since adult education is one of the most important prerequisites of development, it should be thoroughly researched before launching constructive planning. To this end the Institute of Adult Education was established:

> To promote research in adult education and the publication of the results and thus to foster the development and improvement of adult education in the United Republic: To be a centre for study and experiment in adult education, to provide advisory services and literary facilities for adult educators and circulate information about new methods and developments in adult education, experiments and results of research.

Both the Subcommittee on Educational Research and the Directorate of Adult Aducation have identified the following areas for research:

- A study of participants in various types of adult education, their characteristics, motives for attending, and differences between rural and urban areas.
- Research on problems of motivation: What are the real reasons for people taking part in adult education classes, courses, discussion groups, etc.? To what extent does adult education provision satisfy these motives? How can knowledge of motives increase the effectiveness of the adult education provided?
- A study of teaching aids available for adult education and an analysis of their effectiveness for teaching adults.
- A study of the effectiveness of adult education radio programmes, i.e. their impact on the attitudes, organization, and work of radio study groups; provision of supplementary discussion materials and guides.
- A study of the rural libraries and their usage. Research on the effectiveness of rural newspapers and the adult education literacy page in the *Uhuru* newspaper.

Most of the above-mentioned research has been conducted, though at different levels, by the students of the University of Dar es Salaam and the Institute of Adult Education. However, the Mwanza National Literacy Centre has made deeper surveys and research, especially on the study of radio programmes and study groups as well as the use and effectiveness of rural newspapers and the impact of functional literacy on new literates.

In carrying out the research on adult education programmes, use is made of questionnaires, interviews and reports:-

- Questionnaires are prepared by the researcher and distributed to the sample selected for a particular purpose. The participant is required to answer the given questions either by putting a tick on the correct answer or filling in the answers. The researcher or research assistant has to ensure that all questionnaires are handed back for analysis and report compilation.

- The interview questions are either prepared and written or unprepared. A researcher can choose to interview one person at a time (he may record it) or can get his information through conversing with individuals or a group of people.

- Most of the information is obtained through quarterly, monthly and annual reports. A researcher goes through all the reports and documents to extract the information he requires.

The organization of research work starts at the national level. In the Ministry of Education there is a research unit which organizes and coordinates all projects conducted by the Ministry of National Education. The research unit responds to the directives and policies of the government, which are elaborated by the Subcommittee on Educational Research.

Suggestions for programmes concerning adult education are forwarded for implementation to the Directorate of Adult Education. The Directorate also has a research unit in the Design and Coordination Section. This Section scrutinizes all the suggested topics for research and, depending on the urgency of a particular current programme, might add some additional ones.

These topics are distributed to the Institute of Adult Education, the University of Dar es Salaam, and the Mwanza National Literacy Centre. By using the staff of the Mwanza National Literacy Centre and students at the University of Dar es Salaam and the Institute of Adult Education, the research is carried out. The reports and findings are sent to the Ministry of National Education for utilization.

2.5 Programme Objectives

The broad objectives of adult education in Tanzania are:

- To shake off the resignation to the kind of life Tanzanian people have lived for centuries past. To become aware of the things which Tanzanians as members of the human race can do for themselves and for their country. To realize that they do not have to live miserably in hovels, cultivate with inadequate hoes or suffer from many diseases. They must learn that they themselves can change these things.
- To teach people how to improve their lives. They have to learn how to produce more on their farms and in their factories and offices. They have to learn about better food, what a balanced diet is and how it can be obtained by their own efforts.
  They have to learn about methods of hygiene, about making furniture for themselves out of local materials, about working together to improve the conditions in their villages.

- To have everyone in Tanzania understand the national policies of socialism and self-reliance. People have to learn to understand the plans for national economic advancement to ensure that all the people play their part in making them a success and that all the people benefit from them. But what is adult education? Quite simply, it is learning about anything that helps us understand the environment in order to improve ourselves. Education is not just something that happens in classrooms. It is learning from others and from our own experience of past successes and failures.

The specific objectives of post-literacy are:

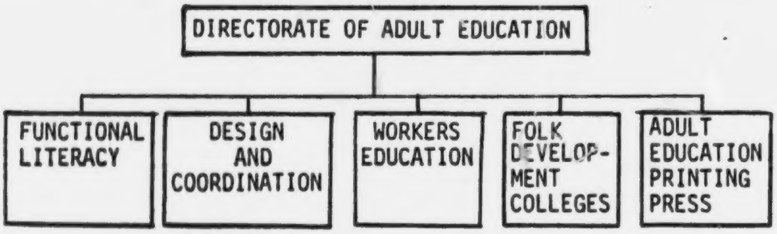
- To ensure retention of attained literacy capability so that the neo-literates do not relapse into illiteracy. In Tanzania the target group consists of the literacy graduates who have attained stage IV of the functional literacy programme.
- To create literacy environments in the rural areas through a network of rural libraries, rural newspapers, folk development colleges, correspondence education, radio programmes, cinemas, and mass campaigns on major bottlenecks in rural development.
- To provide an alternative system of education for the educational advancement of primary and secondary school dropouts and the whole adult population.
- To enable adults to broaden their knowledge of the official and national language and of English as the second official language and to improve their oral and written ability in these languages.
- To provide national political education to adults.
- To improve the knowledge and skills of adults in such fields as agriculture, handicrafts, home economics, health, and water supply.
- To give adults an understanding of simple national economics and economic geography.
- To give the adults mathematical knowledge useful for their daily activities.
- To increase the knowledge of Tanzanian and African history and culture and to promote active involvement in cultural activities.
- To develop democratic and co-operative knowledge and skills among adults.
- To help adults develop leadership skills and attitudes.
- To achieve a wider understanding of the world and increase the ability to participate in international activities.

2.6 Administrative Structure

The Directorate of Adult Education, which since November 1969 has been entrusted with the coordination of the country's adult education activities, is charged with seeing that the functional literacy and post-literacy programmes are properly planned, implemented and evaluated so as to meet national policies and goals. To this end the Directorate has divided its functions into five sections as shown below:

Diagram 1

Sections of the Directorate of Adult Education


DIRECTORATE OF ADULT EDUCATION
FUNCTIONAL LITERACY
DESIGN AND COORDINATION
WORKERS EDUCATION
FOLK DEVELOPMENT COLLEGES
ADULT EDUCATION PRINTING PRESS

Functional Literacy Section

This Section is entrusted with:

- the preparation, supervision and coordination of literacy and post-literacy programmes;
- the development of curricula for both literacy and post-literacy programmes;
- the coordination and supervision of literacy supporting programmes.

With regard to curricula, there are subject coordinators whose task it is to prepare the required literature for both literacy and post-literacy programmes. Each coordinator is charged with the responsibility to prepare books for a particular subject. Before a book is written, the responsible coordinator has to identify 10 to 15 potential participants for a writers' workshop, consisting of a subject expert, a language expert, a methodology expert, and graphic and layout experts. These experts are required to design a syllabus for that particular subject reflecting the needs of the masses in conformity with the national goals.

As soon as the syllabus is designed and approved, another workshop is called to write the book on the basis of the already prepared syllabus. The style, content, language, and illustrations of the book are all given a thoughtful consideration. When the first drafts are ready, the subject co-ordinators of all post-literacy books meet under the chairmanship of the chief-co-ordinator to review all the books. The emphasis is on subject presentation, vocabulary control, illustrations, and recommendations for manuscript improvements.

The regional trainer teams and the regional, district, divisional and ward adult education coordinators discuss and review the books before they are finally printed. They do so on behalf of the masses, who are going to use these books within their total environment of life and work.

Design and Co-ordination Section

This section deals with:

- Planning and coordinating adult education activities.
- Preparation of the budget and estimates for the national adult education programmes.
- Employment and transfer of adult education administrators and teachers.
- Evaluation of the national adult education programmes.
- The supply of adult education equipment and materials.

Workers' Education Section

This section is responsible for:

- Workers' education in offices, factories, etc. in collaboration with the Department of Workers Education in the Ministry of Labour and Social Welfare.
- Secondary education and correspondence courses for workers.
- Curricula development for workers' education.
- The organization of certificate and diploma courses in adult education.
- Recording the statistics of workers' education in the country.

Folk Development Colleges Section

This section deals with:

- Planning and coordinating all folk development colleges in the country.
- Staffing the folk development colleges.
- Budgeting for the recurrent and development expenditure of all the folk development colleges.
- Research into and evaluation of the folk development colleges.

Adult Education Printing Press Section

The printing press ensures:

- The printing of literacy and post-literacy books, zonal and rural newspapers, visual aids, and posters for adult education.
- Storage and distribution of learning and teaching materials to the regions.

Although adult education books are printed by the adult education press, the Ministry invites tenders from other printers. This is due to the fact that this press has only a small capacity and, since it is also involved in printing rural newspapers, cannot absorb the overall printing of adult education reading materials. However, this problem will soon be solved since the unit is expanding its printing facilities, space and manpower.

2.7 Adult Education Committees at Different Levels

In order to mobilize popular participation in party and government leadership and obtain greater involvement of the people in the planning and co-ordinating of all adult education activities in the country, as well as to incorporate adult education in the general policies of development, adult education committees have been established as subcommittees of the planning and development committees at regional, district and ward levels.

The national adult education committee is a subcommittee of the National Advisory Committee on Education (NACE). The main function of the adult education committee is to advise the NACE and, through it, the Minister of National Education on policy matters pertaining to adult education. Members of this committee are drawn from the political party workers' organization, women's organizations, parents' organizations, the youth organization union of Tanzania, the Institute of Adult Education, voluntary agencies, and from government ministreis engaged in adult education such as Health, Labour and Social Welfare, Agriculture, the Prime Minister's Office, and the Ministry of Information and Culture.

At the regional and district levels similar committees are formed; their membership is drawn from the political party and its affiliates, government and semi-governmental agencies, volunteers, members of parliament, and from schools and colleges of national education. These are subcommittees of the regional and district development and planning committees. The major functions of the regional and district adult education committees are to ensure that adult education plans are drawn up; that enrolment and attendance of adults and recruitment of teachers are carried out; that reading and teaching materials are made available; and that all other matters relevant to adult education are attended to. The committees are chaired by the regional and district party secretaries, who also head the party and the government in their respective areas. The regional and district education officers serve as secretaries to these committees.

A divisional adult education committee is chaired by the divisional secretary, who represents the party and the government. The divisional education co-ordinator is the secretary of the committee, which consists of all ward secretaries from the various party branches, divisional agricultural, rural, health officers, and local councillors. The divisional committee is responsible for planning and coordinating adult education in the division.

At ward level the ward adult education committee is a subcommittee of the ward development and planning committee and is chaired by the ward secretary, who is also head of the party and the government in the ward. The ward education co-ordinator is the secretary of the committee, which includes party and government extension officers of the ward and local councillors.

Two to ten classes of a literacy and post-literacy centre have a centre committee for the effective planning and co-ordination of adult education. This committee is chaired by the chairman of the school and acts as an institutional committee; the primary school headteacher or institutional head is the secretary of the committee. Class representatives, the chairman and the secretary attend the meetings of these committees.

Folk development colleges, hospitals, cooperatives, agricultural training centres, prisons, national service camps, schools and colleges all have literacy committees. Every literacy and post-literacy class has a committee of five members elected by the members of the class. The teacher acts as advisory member of the committee and as its secretary. The committee otherwise consists of a chairman, a treasurer, and two other members.

In addition to the establishment and running of adult education committees, the regions and districts are responsible for the census of adult learners and for ensuring attendance at literacy and post-literacy classes. They are responsible for the establishment and supervision of literacy and post-literacy centres. They are reponsible, too, for the provision and distribution of classroom equipment, the selection and training of literacy and post-literacy teachers, and for teachers' refresher courses. Bearing in mind both the country's scarce financial resources and the fact that most teachers are primary school graduates with very limited training, we have selected the following methods as the most appropriate under the circumstances for the teaching of literacy and post-literacy:

2.8 Methodological Approach

Short lectures of five to ten minutes are employed when the teacher submits completely new facts to the adults, i.e. where they have no background information or experience of their own. These are supplemented by the use of a blackboard for which each teacher develops his own style. Portable blackboards are used but not flip charts because these are expensive. Teachers have been trained to divide the blackboard into two parts: one side for writing the structure of the talk as the lesson proceeds; the other side for writing down essential facts, figures, new words, names, points to be remembered or discussed, etc. Sketches, drawings, and in some cases diagrams, are used to illustrate the explanation. Adults are encouraged to interrupt and ask questions and discuss points of interest. The teacher has to develop a method of dialogue to involve as many participants as possible and so overcome the shortcomings of the lecture method.

Another method which has been found useful and appropriate in adult literacy and post-literacy is the *dialogue/lecture method*, in which the teacher develops a continuous dialogue with the learners. By carefully formed questions the teacher extracts from the learners whatever knowledge of the topic they may have. When he discovers misunderstandings and gaps in knowledge he expands his explanations. If he has managed to establish a relaxed atmosphere in the group, the adults direct questions to him concerning parts of the topic they have not understood or areas they are particularly interested in and where they want him to elaborate. In this way the lecture proceeds with questions and answers, now and then interrupted by a longer explanation from the teacher. The teacher has to make the same kind of preparations for the dialogue/lecture as for an ordinary lecture. He has to be clear about what he wants the adults to obtain from the lecture. He must steer the lecture in the direction he has decided. But without losing his main direction he should be able to adapt to the needs and interests of his students.

The discussion method is the most popular and encouraged in teaching adults since it provides many of the conditions under which adults learn best. It gives full scope for the participants to make use of their experience in contributing to the learning process. It requires action and response. Adults react more fully to the subject material confronting them because they have to think and formulate their opinions, state those views, and listen to the views of others. In this way more durable learning is achieved. Also, there are for the teacher obvious benefits to be obtained from discussion: He can get much more detailed knowledge of his learners and of their problems; he can find out how much or how little has been assimilated through other methods and can often correct misunderstandings; and he can use discussions to gain the sort of feedback which will help him to plan the next part of the class programme. General discussion periods can help him in the development of a greater degree of social understanding likely to increase assimilation. At the end of each discussion the teacher and the learners summarize on the blackboard the main facts and ideas brought up during the session.

In folk development colleges *group work* is used because the timetable can easily be rearranged to suit this purpose. Learners are divided into groups and have to report at the end of the session or at the next meeting. Sometimes groups are given short-term or long-term tasks. Short-term tasks sometimes include a number of questions on a particular subject the learners are engaged in and have to discuss in order to pool their experience and clarify views and opinions. Library work is included where possible; extracts from papers and magazines provide basic or additional information. A long-term task can include reading between the meetings, local fact-finding, interviews, etc. When learning elementary economics the adults can be asked to visit markets and shops and compare prices. From their findings they can make an estimate as to how much a housewife could save by buying from the cheapest places.

Another very popular method in teaching literacy and post-literacy, particularly in the folk development colleges, is the *demonstration method*. Many lessons in agriculture, handicrafts and home economics consist of demonstrations of how to do things. Years of experience in teaching people how to do something have proved that neither telling a person nor showing a person is enough, but a combination of telling, showing, and practice, if carefully planned and carried out, can be effective. When teaching agriculture, teachers are expected to combine theory and practice by giving practical lessons on ridging, planting, weeding, and the application of fertilizers and insecticides. A folk development college is a demonstration centre for modern agricultural methods for the adult learners in their community and its vicinity. Once a year a folk development college conducts a college day for the surrounding communities to visit it and to learn from the college's activities on agriculture, handicrafts, home economics, animal husbandry, gardening and health programmes. Home economics demonstrations are conducted on such topics as nutritious food, health regulations, and sewing machines (e.g. names and functions of the main parts of the sewing machine, how to thread needle, bobbin, how to move the handle, how and where to place the material for sewing). Handicrafts classes are offered in masonry and tinsmithery; they are integrated with practical work by learners after demonstrations by the teacher.

Each literacy and post-literacy book has a teacher's and demonstration guide to help the teacher to plan and conduct his theoretical and practical lessons. The guidebooks have been written to enable the teacher to conduct his lessons using a combination of the lecture, socratic discussion, and demonstration methods. The guides also list the objectives of each lesson, the stages to be followed in conducting the lesson, the questions and the expected answers, visual aids to be used, references for further information, as well as exercises to be given at the end of each lesson.

For folk development colleges syllabuses for all the subjects are prepared centrally (this applies to the other programmes on literacy and post-literacy as well), and teachers have to relate their teaching to the situation of the students and their environment, e.g. the kind of food to be demonstrated, cooking equipment to be used, agricultural crops grown in the area, animals reared, handicrafts practised by the local community e.g. carpentry, tinworking, and masonry.

3. ANAlYSIS OF TECHNIQUES USED IN POST-LITERACY PROGRAMMES

3.1 Rural Newspapers

Introduction

In Tanzania rural newspapers constitute an important and powerful force for national development. Our people, both in urban and rural areas, seem to have awakened to this reality particularly in recent years, as mass communication has sought to mobilize them by the analytical interpretation of events. In the so-called developed world, the habit of newspaper reading has greatly influenced people's lives. For most of them, newspapers are an integral part of their daily schedules.

Recently, the developing countries, realizing the importance and role of the press, have launched stupendous efforts by initiating local national newspapers and orientating them towards their national developmental needs. Thus, the press in developing countries has directly assumed an integral role in national development. And as more and more people get to know the papers through formal or post-literacy activities, their dependence on information and education through newspapers will grow. Today, members of the developing countries are opting for the press medium to mobilize their national resources for political, cultural, economic, educational, and health campaigns.

Experiments with rural newspapers began in 1968 when the UNDP/Unesco launched an adult literacy pilot project in the lake regions. This project started its operations in four regions, namely Busega in the Mwanza district, Nansiamo in the Musoma district, Negezi in the Shinyanga district, and Shangiro in the Bukoba district. Mimeographed bulletins bearing the names of the divisions as "Habari za Buzega", "Habari za Nansimo", "Habari za Negezi" and "Habari za Shangiro" were produced and five thousand copies of each were distributed to the respective divisions every month.

The success of this experiment was very much appreciated and steps were taken to improve the undertaking. The Tanzanian government's decision to build further activities on the foundation laid by the NORAD (Norwegian Aid Agency) functional literacy project was met by the willingness of Unesco to fund a project for the development of rural newspapers. In January 1974, together with Unesco's funds, NORAD donated funds for a period of three years up to December, 1976 to assist the Tanzanian government to launch a zonal rural newspaper for the four lake regions which were under the World Experimental Functional Literacy Programme. The paper, called *Elimu Haina Mwisho (Education Has No End)*, was launched in 1974 and 25,000 copies were produced and distributed every month.

Efforts have been made by the Ministry of National Education to see that rural newspapers are established everywhere in the country. Also, with a view to implementing the 16th Party Biennial Conference directive concerning the immediate establishment of rural newspapers in the whole country, most of the regions and districts have already launched regional and district newspapers through their district and regional writers' workshops. There are already six zonal rural newspapers, namely *Elimu Haina Mwisho* for the lake zone, *Jiendeleze (Continue Learning)* for the eastern zone, *Tujielimishe (Let Us Educate Ourselves)* for the northern zone, *Tujifunze (Let us Learn)* for the southern zone, *Nuru Yetu (Our Light)* for the southern highlands zone, and *Elimu Yetu (Our Education)* for the central zone.

Target Population

The rural newspapers are, as the name implies, for the rural community, a community to which 90 per cent of the total population must be reckoned and which, because of distribution and transportation difficulties, is not reached by the national newspapers *Daily News* and *Uhuru*. The rural newspapers are supposed to reach every household in more than 8,000 villages. However, because of the shortage of printing materials, especially newsprint facilities, the target groupd has been restricted to those new literates graduating from functional literacy classes who have attained stage IV.

Objectives

The general objectives of the rural newspapers in Tanzania are:

- to ensure continuing education for the rural population;
- to keep the rural population regularly informed of local, regional and national events;
- to provide readers with practical information for the improvement of cultural techniques, health, economic and social conditions;

- to encourage the habit of newspaper reading;
- to encourage the establishment of a decentralized local press and help the rural population to learn to express itself in the press;
- to ensure the participation of the readers in the process of economic and social development;
- to provide an instrument for dialogue between the administration and the rural development;
- to contribute to the development of the national language, culture and tradition.

Content

The main difference between the existing Swahili newspapers in Tanzania and the rural newspapers is that the latter's content is tailored to the material needs of the newly literate readers. All the rural newspapers in the country have the following pattern of the content: The front page carries national and sometimes international or local news which is of general interest to its readers. An attempt is always made to interpret the news and relate it to local needs. The second page carries news from regions covered by the newspaper. The news on this page reports on development activities with a view to encouraging and stimulating readers to similar undertakings. The third page carries additional news of general interest, letters to the editor, commentaries and announcements. The fourth page is known as a "Do it yourself", "Improve yourself" page. This carries "Service articles such as "How to grow better cotton", "How to make a chair", "How to make a wheel-barrow", "How to apply fertilizers", etc. Readers study, discuss and decide on what can be put into practice. The implementation is done either individually or in a group as a class. This page is very much liked not only by the readers for whom it was intended but also by others who know it. Its "How to" and "Do it yourself" are very popular. They have made the whole newspaper popular.

Presentation

The rural newspapers in Tanzania are tabloids of four columns each with slightly varying sizes in length and width as follows: *Elimu Haina Mwisho,* the lake zone and mother newspaper, was formerly 16 1/4" x 23 3/4" but it is now 10" x 15", *Jiendeleze, Tujielimishe, Tujifunze, Nuru Yetu* and *Elimu Yetu* are 11 1/2" x 16 1/5". The aim is to have all the papers 12 1/2" x 16 1/4", with the exception of *Elimu Haina Mwisho.* Like other newspapers, the zonal rural newspapers are prepared in various sizes. Most newspapers in Tanzania, such as the *Daily News, Uhuru, and Mzalendo,* are printed in letter size 12. The reason for the conventional use of letter size 12 for the text is that it displays the ideal legibility for neo-literate readers.

There are three main styles of layout: vertical, horizontal, and block layout (i.e. vertical and horizontal layouts mixed together). This kind of layout is preferred to other types because it attracts the reader. It increases readability, provides page variation by giving a balanced design, is clear and simple and easy to work out, and is modern. The rural newspapers often use centred headlines, flushleft headlines, step headlines, banners, and (very seldom) strap headlines. These various types of headlines are easy to read and neat. Research was conducted before letter size, layout, illustrations, headlines, vocabulary, and sentences were chosen and adopted. There is a full-time reporter in every district and region whose responsibilites are to coordinate the collection of news, and to edit and to submit news items to the zonal headquarters of the newspaper. In addition the reporters have the responsibility of distributing the newspapers, via the adult education coordinators. Each zonal headquarter has a basic staff of five, consisting of an editor, a journalist or assistant editor, a technician, a typist/composer, and a messenger. These editors and their assistants are mostly former teachers who have attended seminars, workshops or short courses as a preparation for their journalistic jobs. The technicians are not teachers but have undergone some training in their technical job, particularly in printing techniques.

Retail Price

All the zonal rural newspapers are sold at a nominal price of twenty cents a copy They are sold by the adult education field staff and the reporters. Receipt books, cash ledgers and distribution forms have been prepared and are being used te record the sales of the newspapers. Each zonal newspaper headquarters has an account with the National Bank of Commerce and a cheque book to operate the account, which requires three signatories.

Distribution

The zonal rural newspapers are sent to the regional headquarters. From there the adult education coordinators and the regional reporter distribute them to the districts. The adult education field staff then bring the newspapers to the wards and the villages. Each zonal headquarters of the newspaper and each regional and district adult education coordinator has a landrover. Each divisional adult education coordinator has a motorcycle and each ward adult education coordinator has a bicycle.

Apart from being distributed to post-literacy classes, copies of the zonal rural newspapers are sent to each rural library and to key political and government leaders at the national, regional and district levels.

Production Costs and Source of Finance

So far, 100,000 copies of *Elimu Haina Mwisho* have been produced monthly, while the remaining papers have a circulation of 25,000 copies. *Elimu Haina Mwisho* has its own printing press. At its inception in January 1974, it made use of a neighbouring missionary press. By July 1975 its own press became fully operational. Although this press was established primarily for the rural newspaper, by and by it became a general facility for other literacy publications. The equipment includes a Heidelberg printing press and complete offset processing and reproduction equipment. It is served by verityper composing machines, graphic materials, and cutting and stapling equipment. There is also a folding machine, which has made work easier. The sister rural newspapers use the facilities of commercial printing presses in their vicinity or the adult education printing press in Dar es Salaam. Such arrangements have many disadvantages, such as delays caused by the owners' priorities and by the lack of opportunity to supervise the work and alter plans. And where distances are considerable, extra expenses are incurred.

It costs about 70 cents to produce a copy of a rural newspaper. Each year the government earmarks funds in the recurrent budget for salaries, production and distribution. The whole programme of zonal rural newspapers in Tanzania is partly funded through Unesco by funds in trust of NORAD.

Linkage with Other Post-Literacy Programmes

In addition to zonal rural newspapers, there are rural libraries, radio education, correspondence education and cinema vans. All have a common objective of post-literacy and aim at the same target group. These various educational efforts reinforce each other. Therefore cooperation and coordination is necessary between them. Rural newspapers write about rural libraries and reproduce radio topics, as well as publishing radio timetables. Rural libraries have written material in stock, lend it out for reading, and use it in discussion groups. Educational radio reproduces articles from newspapers and prepares programmes about the others.

Evaluation

In an attempt to evaluate and carry out research on the rural newspapers, two approaches have been adopted: the general approach and the specific approach. The general approach aims at determining at certain stages the extent to which the project is meeting the objectives of the project operation plan. The stages comprise a mid-term and a terminal evaluation. The plan also envisages research and studies on specific aspects of rural newspapers. Field observation is used for feedback purposes. Constant field visits are undertaken by the zonal rural newspaper project editorial and distributing staff and by the evaluation unit. These observations are designed:

- to survey the distribution of the newspaper;
- to survey the progress of the formation of post-literacy classes;
- to survey the actual use of the newspaper; and
- to provide on-the-spot solutions for problems.

A survey carried out in 1976 by the evaluation unit, which asked a sample of 141 readers to mention any newspaper they read regularly, revealed the following order of preference:

Name of newspaper	Number of those who mentioned it
Elimu Haina Mwisho	137 (97,2 %)
Uhuru	111 (78,7 %)
Daily News	57 (40,4 %)
Mzalendo	44 (31,2 %)
Sunday News	19 (13,5 %)
Nchi Yetu	13 (9,2 %)
Ukulima Unkisasa	3 (2,1 %)
Kiongozi	12 (8,5 %)

Other aspects researched are the readability, style, content, approach and presentation of the rural newspaper. Apart from feedback observation visits, other approaches include interviews and pre-tested questionnaires.

3.2 Rural Libraries

Introduction

The party and government policy in Tanzania is to set up simple village libraries for the 8,000 or more villages to provide various types of books suitable to adults who have attained literacy through their participation in the national fuctional literacy programme. The first few libraries were established in 1969 in the lake zone. The number has increased with time so that each ward on the Tanzanian mainland has now been provided with a rural library centre. Currently there are 2,781 rural libraries throughout the Tanzanian mainland.

Although emphasis is placed on new literates so that they do not relapse into illiteracy, rural libraries are actually meant for the total rural community.

Objectives and Intended Use

The national efforts to eradicate illiteracy have required the following aims and facts to be taken into consideration:

- that methods and approaches be established in order to check the relapse into illiteracy by the new literates;
- that the knowledge and skills acquired by participants through the functional literacy programme be further strengthened;
- that some persons, who had gone through the formal system of education, had again relapsed into illiteracy;
- that since literacy and adult education as developmental factors operate within a largely ignorant and illiterate environment, there is a need for creating an adequate learning environment and literacy;
- that since literacy and an adequate education are accepted factors in the national development strategy, it is necessary to create facilities for the provision of lifelong education.

It is expected that by the time of the national literacy test in August 1981 about five million adults will have become literate through the national functional literacy programmes. In order to meet the above considerations adequately, further specific needs have been identified:

- the lack of suitable reading material for the new literates;
- the lack of suitable reading materials for adults, particularly in the rural areas where the majority of the people live;
- the lack of suitable reading materials which are specifically oriented to development;
- the lack of specific facilities, as well as the lack of integrated institutional support;
- the problem of moving away from habits of "mere reading" to a situation that demands habits of "reading in order to learn and to apply", since more that 90 per cent of our population live in rural areas. The already established library system under the Tanzanian library services (TLS) serves mainly the urban population. With increasing awareness the need was felt to establish a rural libraries service.

Organisational Structure and Management

As stated earlier, rural libraries started in the lake zone on an experimental basis. Since the end of the pilot project in 1971 they have been implemented throughout the country. They are managed as part of the literacy environment programme by the Ministry of National Education through the Directorate of Adult Education and the National Literacy Centre, which were formed in July 1976 to continue the activities of the UNDP/Unesco experimental functional literacy projects. In the regions, districts, division and wards they have been under the supervision of the adult education co-ordinators, who had to visit and report on them and make the usual quarterly reports, which have to be submitted to the Directorate of Adult Education of the Ministry of National Education.

Staffing, Training of Personnel

They are staffed with rural librarians who are primary school leavers. Most of them are functional literacy teachers who have had a two-week orientation course on library techniques. In addition they have regular one-week refresher courses every other year. Their duties include library centre organization and administration; checking the quality and quantity of the materials into the acquisitions register; serving as discussion group leaders; lending materials out within the surrounding area and circulating them at the centre; record-keeping for the required monthly and quarterly reports on library membership, reader suggestions and inquiries, visits made, and visitor group discussions and their suggestions; and reader counselling.

In each district there is a district librarian who is selected from among the ward or divisional adult education coordinators and given a one-week orientation course on library techniques. The duties of a district librarian include formulation, organization administration, and expansion of the rural libraries services; giving quarterly and annual progress reports; administering and organizing the rural library service of the district; coordinating all library activities; quarterly evaluation of the rural library services by means of special evaluation instruments; and preparation of a quarterly report on its results for dispatch to the Ministry of National Education, the regional headquarters of the National Literacy Centre in Mwanza, a reference copy of the report being retained at the district library. He is also responsible for the acquisition and distribution of library books and equipment to wards and village libraries; organizing (in collaboration with the Tanzanian Library Service and the National Literacy Centre) training seminars for district, ward and village leaders and librarians of the rural library services to run rural libraries. He has also to supervise the use of rural library materials and funds to make sure that the district authorities are using such materials and funds for the purpose of consolidating, promoting and expanding rural library services. He has to advise party and government leaders on matters concerning the development of rural library services, organize visits, advise the district education officer on all village and ward librarians problems, and attend all district adult education committees as a special member for rural library services, and co-ordinate activities and collaborate with the Tanzanian Library Service and rural library services in the district.

It is intended to replace the existing rural district librarians by professional librarians as well as to appoint professional regional librarians as soon as possible to undertake the functions executed by district librarians at regional level.

Physical Characteristics

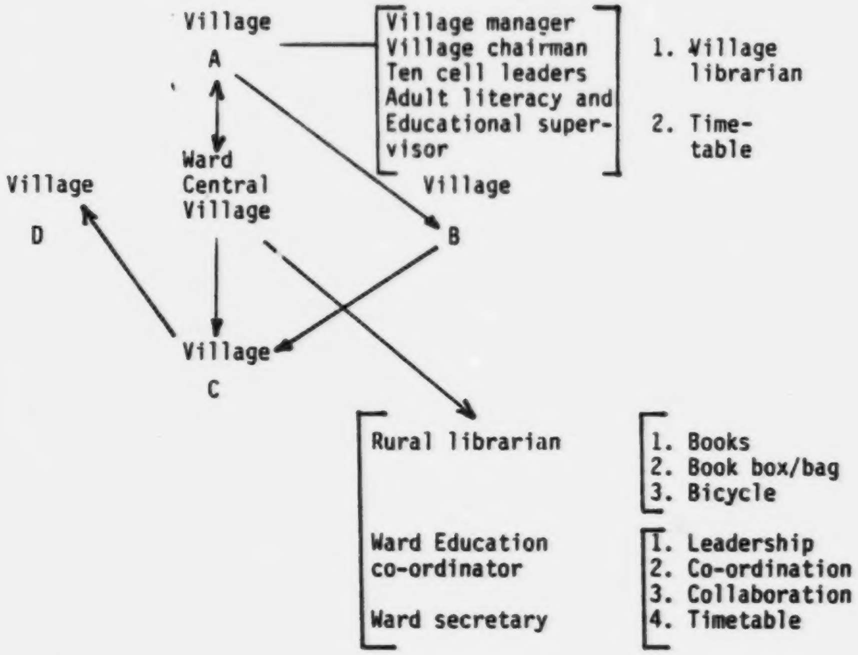
Local authorities are being encouraged to erect standardized buildings for housing these rural ward libraries; at present the libraries are located in a number of places including primary schools, dispensaries, primary courts, cooperative societies, party offices, and sometimes private houses. Ideally the rural library should be equipped with shelves, cupboards, chairs, book-boxes/bags and tables. Some of them lack some of this equipment. The rural librarian is provided with a bicycle and a book box/bag for circulating books to the outlying villages. The library usually opens for four hours a day, usually in the afternoon, to allow library users to borrow, return or read books and newspapers or to use any visual materials. Each rural library receives monthly a free copy of the zonal rural newspaper. An experiment is currently taking place in the lake zone to provide pressure lamps so that libraries may be used in the evenings. The librarian is paid a small fee of about thirty Tanzanian shillings a month if he runs the library without an adult literacy class; with an adult literacy class, he is paid twice as much.

In order to strengthen the functioning and utilization of the library, the rural librarians have been instructed to encourage the formation of discussion groups composed of library members. The purpose of the discussion group is to discuss the material they have read which could be of interest and practical relevance to their local situations. It is hoped that through dicussion they will be able to arrive at solutions for their day to day problems.

Diagram 2 explains how the distribution service through the book box/bag and the bicycle operates:

Diagram 2

Distribution Service for Rural Libraries


Village
A
Village manager
Village chairman
Ten cell leaders
Adult literacy and
Educational super-
visor
1. Village librarian
2. Time-table
Village
D
Ward
Central
Village
Village
B
Village
C
Rural librarian
Ward Education co-ordinator
Ward secretary
1. Books
2. Book box/bag
3. Bicycle
1. Leadership
2. Co-ordination
3. Collaboration
4. Timetable

Explanation

A book-box/bag is taken to village A by the rural librarian. It is accompanied with lending membership registers and a list of books indicating the quantity sent. The village librarian is selected by the literacy and adult education supervisor manager, chairman and ten-cell leaders. This exercise is carried out under the chairmanship of the ward secretary together with the ward education coordinator. A timetable is devised for use by the rural librarian in rendering the services at the ward centre and outlying villages.

The book-box/bag remains at the village for two weeks; at the end of the second week, all borrowed books should have been read and returned to the village librarian, who collects the book-box/bag, the books and the relevant registers. Once the ward librarian has returned to his ward centre, he makes sure that he has accounted for any book discrepancy. He then transfers the membership and lending records for each village to the main ward central library's record registers before the book-bag/box starts its journey to other villages.

To make sure that books are always available, the ward librarian has to have more than one book-box/bag for each village.

Supply and Replenishment System

The rural ward libraries are expected to be stocked with almost 500 titles, two copies per title. But the actual situation at the moment is that each ward library has a minimum of 400 titles, two copies per title. Most of the books are purchased from commercial publishers while the rest are produced by the Ministry of National Education as a result of the efforts made by writers' workshops. All these are distributed free to the libraries. The books purchased from commercial publishers cost, on average, about twenty Tanzanian shillings each.

Each ward library receives a free copy of the zonal rural newspapers. The Ministry of National Education spends about 1.5 million shillings for buying new books for replenishment. There are about 1,000 Swahili titles in Tanzania; the problem is that even if all these books were bought, they would not be suitable for our new literates as they have not been written specifically for them. Also not all of them are suited to our national, social, political and economic goals of development. Because of this some rural libraries do not have a sufficient variety of books. As a result of this, all of the existing books have been read by some of the adults. There is also the further problem that book supplies are not replenished adequately.

Financial Resources and Costs

Subsequent to the experimental phase of the work-oriented adult literacy pilot project of 1968/72, a follow-up library project was launched between 1975 and 1977 in the lake regions, using funds from UNDP through Unesco, the executing agency. Since then the Ministry of National Education allocates about 1.5 million shillings for rural libraries all over the country. SIDA also provides funds. The aim is to expand the programme to reach all of the more than 8,000 villages in rural Tanzania. The UNDP/UNESCO input during the experimental phase was worth US $ 500,000. Through funds in trust, Unesco has shown interest in expanding the project along with the zonal rural newspapers.

Evaluation

In 1975 and 1976 the Evaluation Unit undertook an evaluation of the rural libraries in the lake zone. The findings showed that the majority of the rural libraries are housed in primary schools. This is a good thing because primary schools are educational centres and possess the desired literacy environment. However, the adult education authorities need to be vigilant to ensure that the rural libraries are not converted into primary school libraries as has happened in some cases, an additional problem is the fact that in the majority of cases; the houses or rooms in which the libraries are kept are certainly not conducive to provision of good library service. In the first place, those who keep the libraries in the houses do not have full control over these shelters since they do not belong to them. Secondly, the space in these shelters seems to be too small. Finally, there are no facilities, forms, tables, etc., which the readers can use when they come to the library. The librarians seem, on the whole, to be spending a considerable amount of their time in providing library services to readers. This seems to serve as a good indicator of their willingness to provide this service.

This observation becomes more true when one considers the odds against which they work. However, the findings also show that this willingness is not stable. This is made clear by the considerable rate at which the librarians leave their work. There is, therefore, a need to think of ways and means by which the librarians' zèal can be maintained and stabilized.

This objective is likely to be achieved if the librarians are supplied with enough material and equipment, given adequate training, and are paid on a regular monthly basis.

The rural librarian seems to be a very busy person. He is supposed to open the library at least twice a week, form and lead library discussion groups, keep records on various aspects of library service, and also work on his farm or attend to his primary school teaching, etc. In view of all this the librarian is likely to forget certain aspects of running a rural library as they were imparted to him during training. It is therefore advisable that a written guide be prepared in the form of a manual containing a summary of what a librarian is supposed to do and how he should do it. This should then be distributed to the librarians as well as the supervisors.

The findings reveal that the current stock of books does not meet the needs of the library users, both in terms of quantity and quality. For example, there is a great demand for development- and culture-oriented reading materials. The findings, once more, point to the weakness of the supervisory structure. It is apparent that the majority of librarians are running the libraries with very little assistance and guidance from the supervisors. In some districts the majority of the library members are neo-literates and participants in literacy classes; in others, people who already have primary education and above form the majority of members.

3.3 Correspondence Courses

Agencies

In Tanzania correspondence courses are offered by the National Correspondence Institution, which was formed in 1970 and which constitutes yet another strategy to bring, as Coombs puts it, "the newly literate and the already schooled closer to or abreast of the new knowledge, skills and methodology". It is an important arm of the Institute of Adult Education, which became an autonomous body in 1975 by an Act of Parliament.

Target Populations

The correspondence students in Tanzania are mainly town dwellers. They comprise primary school teachers, farmers, clerks, politicians, the self-employed, and factory workers. The research study "Profile of Motivational Orientations of Correspondence Students in Tanzania" conducted by Professor Kassam in 1977 made the following observations about students:

(1) *Age:* The majority of the learners (62.9 %) were between 21 and 30 years of age; 21-25 (30.1 %): 26-30 (32.8 %).

(2) *Educational level:* The majority of learners (21.3 %) were primary school teachers. Clerical and administrative personnel made up 16.4 % and farmers 12.6 %.

(3) *Sex:* The majority of the learners were males (94.2 %). Females constituted only 5.8 %. Occupation-wise the percentage of the in-service teachers has more than doubled if we include the teacher trainees who are currently taught by the Correspondence Institution under the Universal Primary Education programme.

Following the observations made by Professor Kassam we can note that a typical correspondence student in Tanzania is between 21 and 30 years of age. Normally he lives at subsistence level and has an extended family. He travels a few miles to collect his mail and uses a small lantern to study, due to lack of electricity in his home. His studying has all along been hard, taking place as it does in a country devoid of an efficient transportation network and in which regional centres are not sufficiently equipped and staffed to run correspondence courses. Between 1972 and 1980, 41,465 students enrolled for correspondence courses.

In 1974/75, it was discovered that there were many more school-age children than the society had ever thought of. Therefore, the Party directed the Ministry of National Education to design ways and means by which extra teachers could be obtained to meet the challenge. In the following year the Ministry, working in conjunction with the Institute of Adult Education, managed to recruit 40,000 standard 7 leavers to be trained as teachers within three consecutive years.

The programme started with the preparation of Divisional and Ward Adult Education Co-ordinators (about 2,400) by giving them seminars on how to go about supervising the trainees in their operational areas. In 1976/77, when the programme began, 15,000 teacher trainees were trained. In the following year, 1977/78, 12,000 received training. And in the subsequent year, 17,000 more students were trained. In addition to the teacher training for Universal Primary Education, the Ministry of National Education has since been using all the means and the meagre resources it has to train and retrain its teachers by using mass media. The UPE programme already discussed and the In-service Teacher Training Programme inaugurated on 18th November, 1980, by the Minister of National Education, Ndugu T. Siwale, are the two programmes in mind for this purpose. While the UPE programme is geared towards self sufficiency in manpower requirement at the grassroots level, the primary I and II training programme aspires to raise the quality of in-service teachers.

Objectives

Basically the establishment of the National Correspondence Instituion in Tanzania was triggered off by three factors:

(1) The desire to educate the masses for rural transformation.

(2) The need to train the middle cadre to fill the vacant posts in the government apparatus in the wake of independence.

(3) The need to educate Tanzanians on their national policy of socialism and self-reliance.

Since the launching of Universal Primary Education in 1977, the National Correspondence Institute has the aim of ensuring self-sufficiency in manpower requirements at the grass-roots level and to raise the quality of in-service training for teachers.

Content

Since our students are goal-oriented, our duties are tailored towards the same direction. The majority of the courses, therefore, are academic. If they are grouped into categories, there are five types of courses; namely mass elementary or basic courses. 'O' level courses, 'A' level courses, professional courses, and teacher training courses.

The courses are based on the National Syllabi from the Ministry of National Education. Production of the courses and the tutoring are centralized in Dar es Salaam. This is not only for purposes of close supervision and control of quality, but also for the reason that in Dar es Salaam qualified personnel in various fields are easier to obtain. 'O' level courses (stages I - II) outnumber other courses. The attempt to bring most academic courses up to 'A' level (stage III) has not as yet materialized, except for Kiswahili III. Lack of funds to finance production has been the problem. The size and length of these courses varies, depending upon the amount of content the course contains. It should therefore be no surprise to see one course with 10 units only while another one has as many as 32 units. The 'turnround period' (time covered from the moment a unit is posted to the student to the time it comes back to headquarters for marking) is two weeks for Dar es Salaam students and an average of three weeks for up-country students. But in certain cases this has not worked as planned owing to the problems of the transportation system, inadequate postal service, and occasional negligence on the part of a few part-time tutors.

For the teachers being prepared for Universal Primary Education, the courses in the first two years are on psychology, Swahili and mathematics. In the third year the courses are on the analysis of syllabuses used in the primary schools, along with follow-up courses on political education, English stage I, and geography stage I.

The courses for the in-service teacher training programme for primary I and II teachers are offered on Swahili and mathematics. The courses are to be studied for nine months through correspondence and three months in the Colleges of National Education for conventional face-to-face tuition. Marking of the scripts and counselling is done by the National Correspondence Institution. The NCI has already organized a workshop for part-time tutors who will be marking the scripts and providing tuition to the teachers to be retrained.

Organizational Structure

As stated earlier the National Correspondence Institution is a department under the Institute of Adult Education. At the Institute's level, therefore, the Director takes overall charge. At the department level, the Head of the Department shoulders the responsibility of the entire unit. The department is divided into sections to ensure sound co-ordination of activites. The sections in turn form sectional committees which sit from time to time to review progress. Altogether there are seven committees, namely, the Advisory and Executive Committee, Administration Committee, Academic Committee, Finance and General Services Committee, Editing and Printing Committee, Counselling and Students' Affairs Committee, and Universal Primary Education Committee.

The first four are the basic ones and are chaired respectively by the Head of Department, Deputy-Head, and the Principal Academic Co-ordinator. As mentioned earlier, the Head of Department is the Principal Officer of the Correspondence Institution who guides its policy. His Deputy-Head is the Chief Executive Officer of day-to-day administration of the Institution. The Principal Academic Co-ordinator is answerable to him for all academic matters such as the syllabi, teaching methods and techniques. He also looks into evaluation instruments and works in co-ordination with the Institute of Education.

The advisory committee consisting of all heads of sections and chaired by the Head of Department has the additional role of a disciplinary committee. The Sectional Committees (drawing all members from their sub-section) execute the plans brought up by them and approved by the advisory and executive committee. One therefore sees a chain of actions between sections. The failure by one section to implement its planned targets will certainly paralyse the activities of the others and consequently of the entire Department.

In the light of the hardships faced by students in pursuing their studies, aggravated more often than not by the vast geographical distance between the students and their tutors (some of whom they will never have the opportunity to see), the student service section, popularly known here as "Counselling Section" has been set up. It looks into the students' problems and acts as a link between the student and his cours tutor. It provides letters, bulletins about face-to-face interviews or information booklets, and attends to students' initial inquiries about fees, registration procedures, the type of courses offered, as well as attending to some administrative problems such as quick delivery of students' mail. Along with the Principal Academic Tutor it organizes seminars and workshops for part-time tutors to look into new fields of knowledge and new techniques, methodology and approach. Counselling is done through face-to-face interviews (especially so with the students in Dar es Salaam), telephone calls and letters. An average of 150 letters on different queries are received daily in the counselling rooms. Where funds and manpower permit, yearly visits are made to the Regional Headquarters so that students in the region can meet the tutor/counsellor from the National Headquarters and present their problems.

For each course, there is a course supervisor and an average of two part-time tutors. The tutors possess high qualifications. They are either university graduates or the equivalent.

Part-time tutors are selected by a recruitment committee - a subcommittee of the Academic Committee set up for this purpose.

Before being entrusted with the responsibility of tutoring, the Principal Academic Co-ordinator organizes a seminar for them on how to go about their work. The duties of the full-time tutor are clearly defined as follows:

- Writing correspondence courses on his subject;
- Keeping the course up-to-date in accordance with the syllabus changes and examination requirements;
- Giving tuition to students studying his subject;
- Supervising part-time tutors by periodical checking their efficiency in commenting on students' written assignments;
- Supervising part-time course writers;
- Giving tutorial advice to part-time tutors whose efficiency is considered below average.

There are altogether 28 permanent tutors holding university degrees or equivalent qualifications at the National Correspondence Institutions Headquarters and 78 part-time tutors spread out through all the courses.

At the NCI Headquarters the National Universal Primary Education Co-ordinator works hand-in-hand with the tutors and administrators of the Correspondence Institution.

Since the Correspondence Institution is a department of the Institute of Adult Education, it uses, for distribution and supervision of the courses in the field, the resident tutors, who are posted into all the twenty regions in the country. The regional district and divisional adult education co-ordinators are also used.

Publication/Motivation

The present political, social and economic challenges in Tanzania and throughout the world provide inspiration for Tanzanians to enrol in correspondence courses. For, as President Nyerere points out in very clear terms, "We are all creatures of our time and place" (*Daily News*, February 12, 1981).

The most plausible motivating factor for higher education is certainly material satisfaction. This is verified by Professor Kassam in his research findings; he discovered that most of the students are workers (87.4 per cent). They are therefore goal-oriented learners who either aspire to sit for national form IV and VI examinations and obtain certificates or who want to get better jobs. And finally, there are those who want to improve their work proficiency to obtain better positions in their work. The twenty-one- to thirty-year-old students in Tanzania today are very much concerned about what the future will hold for them.

The resident tutors and the regional, district, divisional and ward adult education co-ordinators publicize of the Correspondence Institution through the regional adult education committees at their levels. The radio programmes broadcast by the Directorate of Adult Education, Institute of Adult Education and National Literacy Centre in Mwanza are also used to motivate adults to enrol in the correspondence courses.

Fees

The fees paid are minimal and cover mainly the cost of paper and mailing charges. They are deliberately kept low since this is a service institution and not a commercial organization.

Costs and Financial Resources

The long-term gigantic project is a product of technical and financial co-operation between the Swedish International Development Agency (SIDA) and the Tanzanian government. At the initial stage SIDA contributed grant-in-aid for equipment, a proportion of the running costs for the first five years, and the services of five expatriates with skills in teaching by correspondence and radio. To understudy them there were Tanzanian graduates and a few auxiliary staff. The local graduates were trained in such specialized fields as management, aditing, printing, radio programming and counselling to take over the project on the expiry of the five-year contract. The 17 million (Tanzanian Shillings) building along umoja wa Wanawake wa Tanzania Street is now in unse. SIDA made a contribution of 15 million Tanzanian shillings in aid towards the construction of the building while 2 million Tanzanian shillings were provided by the Tanzanian government.

The programme of training teachers through correspondence courses has proved cheaper despite the ground work and elaborate plans involved: It costs 3,000 Tanzanian shillings per annum per student as compared to 15,000 Tanzanian shillings per student in the Colleges of National Education.

Linkage with Other Post-Literacy Programmes and the Formal System

The Correspondence Courses are publicized by the adult education radio programme as well as by the rural newspapers, which also advertise new correspondence courses. Rural libraries are used by the correspondence education students for reference work and also as centres for studying and working. The same applies to folk development colleges, whose tutors also assist correspondence education students. Tutors and teachers in the formal system of education are used to prepare syllabuses and courses for the correspondence programme. Tutors of the College of National Education are used for face-to-face coaching of the teachers for Universal Primary Education.

Evaluation

The three year programme for teachers of Universal Primary Education is now over and an evaluation has been carried out. On the whole the programme has registered great success: Out of the targeted 40,000 teacher trainees, 12,470 students qualified in 1978/79 and 10,057 students in 1979/80. In May 1980/81 a total of 16,645 are expected to sit the examination. It has further been revealed that the Universal Primary Education graduate has proved to be more stilled in practical teaching, than his colegaue in the normal College of National Education. However, much still remains to be done in the cognitive domain, specially with respect to the mastery of mathematics. The work of the correspondence institution has been as follows: organizing the programme, producing course material, marking scripts for the 3 follow-up courses, counselling, and evaluating the programmes both formatively and summatively.

As regards the in-service teacher training programme for primary I and II teachers, the data show that 4,185 teachers have been registered in the 8 mainland regions. The target is to retrain 8,000 teachers. The programme will remain a permanent feature in the Ministry for years to come.

As regards the normal courses of the Correspondence Institution, some of them are self-contained, i.e. the study unit is sufficiently condensed so that sometimes the need for a textbook to supplement the unit is not called for. This hardly needs any emphasis in a country where the inadequacy of a recommended text is rampant and arouses national concern.

The notable features about these courses is that they begin with simple lessons which gradually grow harder and harder as one proceeds. All lessons in the study unit contain a number of self-test exercises with which the student can measure his/her understanding of the study material. In addition, there are written assignments towards the end of the unit or in the work books, which have to be submitted to the NCI headquarters for marking. Again there is a page reserved for the student to write questions on his/her feelings about the course unit to his/her tutor. In this way the student and the tutor can communicate. As to the question whether our students have benefited from our courses by passing such national examinations as forms IV, VI or qualifying for 'C' level examination, the answer of course is that we have so far depended on letters of appreciation from the successful students. In 1978, for example, we received 19 such letters.

3.4 Folk Development Colleges (FDCs)

Content

A delegation from Tanzania including representatives from the Ministry of National Education, TANU and the UNDP/UNESCO Literacy Project in the lake region visited Sweden in the fall of 1971 to study the Swedish educational system. In their report the delegation stressed the important role of the folk high schools in developing Swedish society. The delegation gave an account of some of the advantages of these schools, the flexibility in programme and work, the focus on development of the personality, responsibility and spirit of co-operation, the absence of formal grading of the participants, and finally the very intimate relationship between teachers and students. The delegation strongly recommended that some of the adult education institutions in Tanzania should be developed on the patterns of the folk high schools in Sweden.

At the beginning of 1974 a committee was appointed to survey the possibilities of introducing and adapting the folk high school idea to the Tanzanian situation. The Ministry of National Education also requested Swedish consultants to examine the possibility of introducing and adapting the same. The consultants' report was presented to the Ministry of National Education in September, 1974. It recommended that folk high schools be established under conditions similar to those prevailing in Tanzania at the present time. Discussions with representatives of various organizations, institutions and authorities revealed that there was great interest in establishing one folk development college in each district by 1980. In the same year, 1974, a working committee was established by the Ministry of National Education to be responsible for the overall planning and administration of folk development college activities.

The working committee is now called the 'Secretariat', which is one of the five sections of the Directorate of Adult Education in the Ministry of National Education. The first folk development colleges were opened at the beginning of 1976.

Type of Programme

Folk Development Colleges (FDCs) in Tanzania are rural training institutions which provide adult learning for effective development. Most of these institutions are located in rural areas. They are used for the provision of knowledge and skills to any interested adult. The FDC project was launched in Tanzania in 1975 as a multi-purpose adult education project aimed at maximising educational impact in every district in order to raise the general level of economic activity while at the same time creating a much more co-ordinated and integrated approach to the training requirements of the villages.

Since FDCs are there to provide new knowledge and skills to the Tanzanian people, many have started running economic activities which are aimed at reducing their running costs. Such projects include the establishment of canteens, retail shops, vegetable and fruit gardens, animal husbandry and other projects. These projects have had a remarkable impact not only on the participants but also on the communities in which the colleges are located. People from the surrounding area are usually invited to visit the FDCs to see and learn how the projects are run. This in time helps them to change their attitudes and to apply new techniques. The main aim of the FDC project is to train adults from the villages, with the assurance that they will return to their villages after their training. The training they get is not intended to produce people who will go to the towns to look for jobs. This directive is in accordance with our national policy, which puts much emphasis on the development of rural areas - where 90 per cent of our people live. In view of this rural development policy, the FDC graduates are supposed to go back to their respective villages where they will use their new knowledge and their skills for the benefit of all villages.

Learners

Adults are enrolled in Folk Development Colleges after the college leadership, in collaboration with that of the district, has critically examined the problems and training needs of the villages. Normally this is done by going through the district development plans and visiting villages to see the real situation. Before a training programme can be prepared, approved, and publicized by the colleges concerned and the college board, it has to be made certain that there is adequate teaching material and staff and that the participants have been nominated/selected by their village councils. An adult will then be enrolled in the Folk Development College if he/she is a member of a village, government, ministry, or quasi-governmental organization and is willing and committed to work in the village after the training. He/she should be strongly committed to education for the benefit of his/her village, should be an adult (normally 18 years and above), should be literate or a learner in a literacy class, and should be co-operative and resourceful. Due to the newness of the project, lack of manpower and shortage of funds, it has not yet been possible to identify all the problems and needs of the villages.

The average FDC in Tanzania has a capacity of 60 places. The biggest Folk Development College can take 250 adult learners while the smallest can take 40 adult students.

Objectives

The aims and objectives of the Folk Development Colleges Project are:

- To develop the whole personality, the ability to think and to participate in the economic, cultural, political and social life of the community. The FDCs are intended to produce people who are able to identify their problems and act on them in an intelligent way.
- To help all the people to understand the country's policy of socialism and self-reliance, and to encourage them to contribute positively to the political life of their communities.
- To improve the knowledge and skills of adults in such fields as agriculture, handicrafts, domestic science, health and water supply. This is based on the fact that knowledge of Tanzanians must keep increasing and changing in order that new techniques can be applied to increase production.
- To develop democratic and co-operative knowledge and skills among the people, particularly in Ujamaa villages. Man cannot survive in isolation; it is only through co-operation with others that he can be liberated from the constraints of nature and those imposed on him by his fellow men.
- To help in the training of leadership skills to promote participation and self-reliance within the community.
- To increase the knowledge of Tanzanian culture and to promote an active involvement in cultural activities.
- To achieve a wider understanding of the world and increase the ability to participate in international affairs.

In view of the above aims and objectives it can be said that the Folk Development Colleges have a political, economic, social, and cultural function.

Curricular and Extra-Curricular Activities

The FDC programmes are organised on the basis of carefully selected courses aimed at providing knowledge and skills to the participants. The courses offered by the FDCs are in:

- Political Education
- Applied Sciences
- Agriculture
- Home Economics
- Accountancy
- Rural Development
- National Culture.

These courses are taught and geared towards helping the participants to enhance the rural development process. As has been stated above, on the completion of the course, the participants go back to their respective villages to apply the knowledge gained in the promotion of rural development.

The knowledge and skills gained in the FDCs have the function of increasing man's physical and mental freedom so that he is able to increase his control over his own life and environment. Thus the education given aims at the humanisation of man through his conscious action to transform the world. It can be argued therefore that the FDCs are educating for liberation because, according to the Tanzanian development philosophy, "Development is for man by man and of man" (Nyerere, ICAE 1976). The education provided is aimed deliberately at increasing the ability of the participant for self-determination. So the ideas gained in the FDC must be liberating ideas. Also the skills gained must be liberating skills.

But the education for liberation in the FDC must also be education for co-operation among the participants. "Education for Self-Reliance" expresses the idea of co-operation categorically: "The educational system must foster the social goals of living together for the common good" (Nyerere, 1968).

In Tanzania the integration of theory and practice in folk development college training is very important. Since the training is work-oriented, 60 per cent of it is practically oriented while 40 per cent is theoretically oriented.

As regards extra curricular activites, all members of the staff in the Folk Development Colleges are expected to participate in various activities such as teaching literacy classes in nearby villages and making follow-up trips to the villages to see what the FDC graduates are doing. Due to lack of funds and transport, these follow-up activities have not been very successful.

Course Duration

The length of the courses depend on the subjects to be taught and the urgency of the needs of the trainees. There are long and short courses. The short courses take a few weeks to six months and are well-designed for teaching a single subject such as poultry keeping, horticulture or hog raising.

The long courses last from six months to two years. Teaching is based mainly on the elaboration and inclusion of almost all the techniques and principles described earlier. General subjects such as political education, cultural activities, rural development and accountancy are also taught. The Kibana Folk Development College, which is mainly for training principals, teachers, and other staff for Folk Development Colleges, is the biggest and runs a two-year course. In the first year the teaching deals with horticulture, crop farming, and the use of draught animals and farm implements. In the second year, the teaching mainly on the crops grown in Tanzania, animal husbandry, and agricultural economy.

It has been observed that married adults do not like to participate in long courses for family reasons. Because of this there has been a tendency to enrol participants from among the younger persons, and especially from among standard-seven leavers. During 1979 the total number of student weeks per college averaged 1,200, which corresponds to 29 students for 40 weeks. About 52 per cent of the partcipants took courses sponsored by the Folk Development College itself. The 1978 annual report gives the total proportion of participants in short courses as about 91.5 per cent and in long courses as 8.5 per cent.

Courses conducted so far are given in Table 7.

Table 7

Participation in Courses conducted in Folk Development Colleges

No.	Type of Course	1976/77	1977/78	1978/79	1979/80
1	Domestic Science	447	1,261	1,539	1,090
2	Agriculture	704	1,387	2,019	3,850
3	Accountancy (Book Keeping and Shop Management)	226	2,425	6,286	-
4	Technical Science	43	481	673	603
5	Leadership	685	3,257	2,885	1,699

Administration and Staffing

Although all the FDCs are located at distric level, they are directly administered by the Ministry of National Education. They come under the Directorate of Adult Education as shown in the chart below. The co-ordinating body which directly administers them is the FDC Secretariat, which is answerable to the Director of Adult Education.

The FDC Secretariat has the following responsibilites:

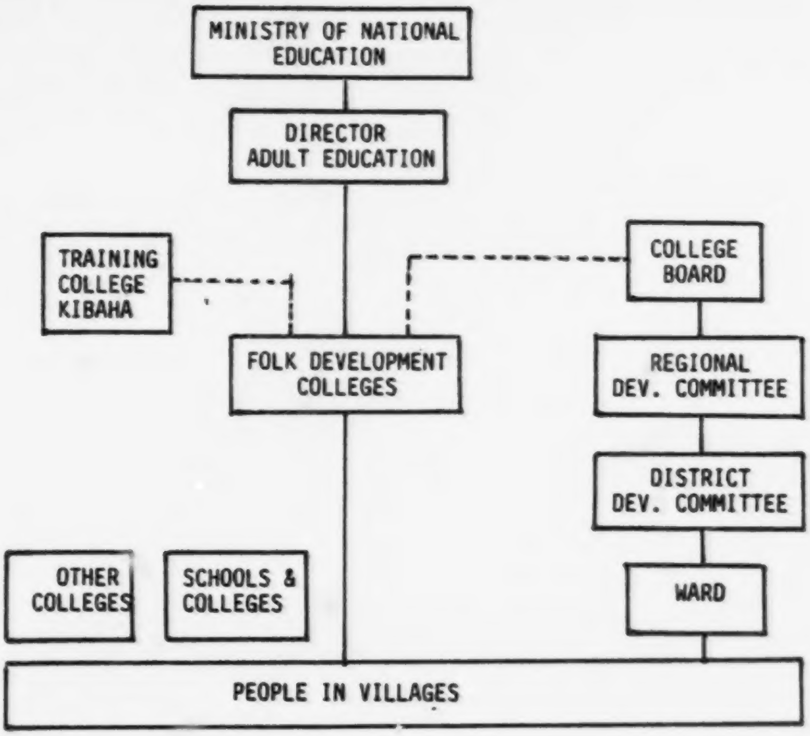
- planning and administration;
- the equipping of all FDCs;
- all financial estimates;
- liaison with all ministries reponsible for rural development;
- staff appointments for all FDCs.

The FDC Secretariat, the Teacher Training College Kibaha, the FDCs, and the college advisory boards co-operate in identifying the training needs and in formulating the curriculum.

The principal is the administrative head of the college; he is responsible for translating official policies and represents the director at the college in the district. The principal is assisted by a vice-principal and a co-ordinator of training, who is the chief academic officer in the college. The co-ordinator co-ordinates all training programmes and is also responsible for research and evaluation. As a co-ordinator of training, he is automatically the head of the department of adult education within the college. The heads of department represent the co-ordinator at departmental level and they are responsible for co-ordinating all practical and academic activities such as schemes of work, lesson notes, and ensuring that courses are run as planned.

Diagram 3

The administrative relations of the folk development colleges


MINISTRY OF NATIONAL EDUCATION
DIRECTOR ADULT EDUCATION
TRAINING COLLEGE KIBAHA
COLLEGE BOARD
FOLK DEVELOPMENT COLLEGES
REGIONAL DEV. COMMITTEE
DISTRICT DEV. COMMITTEE
OTHER COLLEGES
SCHOOLS & COLLEGES
WARD
PEOPLE IN VILLAGES

Teaching in FDCs has a practical bias and therefore requires a teacher to be very practical and resourceful. For the teacher to perform his duties well, he is charged with the following:

- Investigate the problems of the people and recommend possible solutions or altenatives.
- Evaluate the progress and problems of his subject in the district of operation.
- Arrange study tours for the students.
- Participate fully in the implementation of education for self-reliance by organising and demonstrating.
- Evaluate students' progress.
- Act as a curriculum developer of his subject.
- Prepare the schemes of work and lesson notes according to the syllabus and the nature of the participants.

About 48 per cent of the FDC agricultural teachers are professionals who have had one year of training in Colleges of National Education after working as Assistant Field Officer (A.F.O.) in the Ministry of Agriculture. Working experience is about 8-10 years and 2-3 years in FDCs. However, the total number of agriculture teachers as of 30th June, 1980 was only 40 and their education background was as follows:

- Primary Education with three years training in Agricultural Institutions - 20 teachers.
- Certificates - Ministry of Agriculture Training Institute (MATI) - 7 teachers.
- Diploma in Education (Agriculture) - 13 teachers.

Before these teachers join the FDCs they attend seminars, generally for up to two months, where they are introduced to several subjects such as the following:

- Educational administration and planning.
- Adult psychology.
- Methods and techniques of teaching adults.
- Implementation of education for self-reliance.
- Basic skills of their subject (Agriculture).

The role of the teacher is to instruct and guide students whenever necessary.

Centres (Location, Distribution and Equipment)

In all, 52 Folk Development Colleges were established between 1975 and 1981. The intention is to set up one FDC in each of the country's 111 districts. Each FDC has been provided with a landrover and a tractor; those in remote areas with generators for water and electricity supply, projectors, and handicraft and home economics equipment.

Examinations, Certificates and Equivalence

One very prominent characteristic of the Folk Development Colleges in Tanzania is the total absence of examinations, certificates or their equivalent. The courses are flexible and are focused on the development of the adult personality and a spirit of co-operation. There is no formal grading of participants whatsoever.

Costs and Financial Resources

Government policy on the financing of training in FDCs is that the costs should be shared by the Government, the villages and the colleges. However, contribution from villages in most cases has not materialized and self-reliance projects have not been generating enough revenue, which has left the government as the main contributor. The total annual budget for recurrent cost in 1979/80 was about 14 million Tanzanian shillings or about 216,000/= Tanzanian shillings per FDC; of this money 135,000/= or 50 per cent was spent for staff wages. Self-reliance activities account for about 24,000 Tanzanian shillings per FDC.

Linkage with Other Post-Literacy Programmes

Folk Development Colleges are used as post-literacy institutions for new literates who graduate from literacy classes using post-literacy books of stages 5, 6 and 7. Rural libraries have been established using the buildings of Folk Development Colleges where they exist. The rural newspapers are distributed to Folk Development Colleges to be read by the adults who enrol for courses. Folk Development Colleges conduct radio discussion groups using the radio programmes broadcast for adults by the Directorate of Adult Education. Courses for literacy teachers and ward and divisional adult co-ordinators are conducted in the Folk Development Colleges.

Co-ordination with Other Agencies

In order to ensure the full involvement of various agencies in the area around the Folk Development College, each college has an advisory board established by an Act of Parliament. The Board has the District Party Secretary, who is also the Area Commissioner, as Chairman and the Principal of the College as Secretary. The other members are the District Development Director, the member of Parliament for the district, the District Education Officer, and ten members elected from the District Development Planning Committee. The Board discusses the programme of the college, which includes working out a system of co-ordinating the various agencies who use the college for courses, seminars and meetings.

The college training programme for each year, as well as the annual report of the activities of the college, is discussed and approved by the board. The board has the power to expel adult students from the college on the recommendation of the principal.

Evaluation

Within the short period since their establishment (1975), the Folk Development Colleges have proved to be institutions of vital importance for the development of our country. This asessment is based on the observation of the functions and activities of the colleges towards the improvement of the social, economic, cultural and political life of the Tanzanian people.

By imparting skills for the transformation of the economy, the introduction of Folk Development Colleges in the Tanzanian education system is one strategy towards combating some of our development problems. It has gradually become obvious that in order to make a reality of our policies of socialism and self-reliance, the planning and control of development must be exercised at a local level to a much greater extent than at present.

According to the follow-up exercises performed by those going back to the villages, many of them have indicated both in work and action that they have benefited from their training in the FDCs. It has been revealed, too, that the graduates participate fully in the development efforts of their villages. For example, those who have attended bookkeeping courses have become managers of their village shops while those who have studied domestic science have become leaders of women's groups and initiated activities for women. This indicates that the FDC graduates make use of the skills gained. Although a small number of graduates move away from the villages to look for paid jobs, it can be stated that this has not been a major problem as far as the whole programme is concerned.

3.5 Instructional radio

National and Local Programmes

Tanzania's literacy-supporting broadcasts began in January 1974. A Radio Education Unit was set up in Mwanza and at the Ministry of Education Headquarters in Dar es Salaam to develop and produce radio programmes in order to overcome communication difficulties as functional literacy programmes spread from the four regions round Lake Nyanza to the rest of the country. All the programmes are national and are broadcast centrally by Radio Tanzania, which has three booster stations.

Objectives

The use of radio education programmes has five main aims with related objectives:

(i) *Motivational.* To stimulate and promote effective participation in the national literacy campaign:

- through the creation of public awareness and interest in literacy activities;
- by encouraging enrolment and attendance of learners;
- by encouraging learners and teachers to participate more effectively in the teaching-learning process; and
- by promoting more effective participation in literacy activities by the leadership.

(ii) *Instructional.* To enrich the learning and teaching process:

- by providing supplementary instruction and guidelines;
- by developing discussion groups; and
- by giving teachers and supervisors additional in-service training.

(iii) *Functional.* To reinforce the creation of a literacy environment:

- by stimulating an interest in rural libraries, rural newspapers, supplementary and follow-up materials;
- by stressing the advantages and importance of maintaining the acquired literacy skills; and
- by promoting the concept of lifelong education.

(iv) *Communicational.* To alleviate communication problems:

- by integrating pilot projects with the National Literacy Campaign;
- by providing a continuous link between the campaign and the field through a feedback system;
- by assisting learners and participants to identify solutions with other groups; and
- by informing the nation on the progress of the national campaign.

(v) *Informational.* To provide information and materials for literacy training, book production, rural libraries and rural newspapers through recorded reports, field reports and transcripts.

Target Population

The adult education radio programmes are intended mainly for total adult education in the country, with particular emphasis on literacy and post-literacy adult learners. There is also a special programme for literacy teachers, particularly voluntary teachers, who are primary school leavers who have attended orientation courses on adult education of short duration.

Time, Frequency and Arrangements for Listening or Viewing

Each programme is broadcast twice a week. Since adult education broadcasts began, the Directorate of Adult Education has distributed 7,000 radio receivers and has formed radio listening groups and trained radio listening group leaders who in most cases are literacy teachers. All educational institutions under the Ministry of National Education have radio receivers which they have been instructed to use for children as well as for adults. The Directorate of Adult Education has prepared, printed and distributed radio broadcast timetables to all educational institutions and radio-listening group leaders.

Before any programme was prepared, the radio unit at the Mwanza National Literacy Centre had to identify problem areas through administration of questionnaires to would-be listeners. 1973 questionnaires were distributed to 353 persons to discover problems facing adult learners and literacy teachers. The questionnaires were administered to literacy teachers, current adult learners, participants who had completed the two year literacy programme, drop-outs, non-participants of literacy classes, adult literacy supervisors, and local administrative and political leaders.

Content

Three programme series have been developed so far:

(i) *Class support*. "Kisomo kwa Radio" Radio education as support for literacy programmes. It is a thirty minute programme for learners of literacy and post-literacy groups.

(ii) *In-service teacher training*. "Mwalimu Wa Walimu" ("The Teacher's Teacher") is a fifteen minute programme for literacy teachers and supervisors of literacy activities.

(iii) *General Motivation*. "Nyimbo za Kisomo" ("Cultural Songs") is a thirty minute musical and informational programme.

The class support programme aims at encouraging class attendance by outlining the purpose and importance of functional literacy and discusses the major problems encountered in its implementation. The strictly literacy component as against the functional skills components of the programme comes in the literacy slogan. This three to six word slogan is dictated at the beginning of the programme for the teacher to write it on his blackboard so that the class has it before them for reading throughout the programme. It is repeated by the programme narrator and technical contributors in the course of the programme.

In the literacy exercise the teacher is advised to break the words into their syllables and the learners read them, count them, write them in their exercise books and build new words from them based on the patterns of the literacy exercises in their primers. The present handbook is being made available to teachers. Lesson notes are also printed in the rural newspapers. "Kisomo kwa Radio" also covers agricultural topics such as soil conservation, irrigation, animal and range management, and tree planting. The home life segments deal with child care and nutrition, home budgeting and home handicrafts. Other topics are the value of co-operatives, small scale industries, banking and credit. The broadcasts complement retention of literacy skills by stressing information on how to use rural libraries and rural newspapers.

The Teacher's Teacher Programme "Mwalimu Wa Walimu" is designed to improve the quality of literacy teachers. The voluntary teachers, who are primary school leavers with short orientation course on adult education, from the majority of the adult literacy teachers. At best a volunteer receives an initial training course of three weeks and an annual refresher course of one week.

Since they teach in remote rural areas, radio is the most effective means of answering the problems literacy teachers encounter in the field. Since 1975 the radio education unit has been producing a fifteen-minute extended interview each week on topics related to literacy teaching which range from the methodology of teaching adults to how to make your own blackboard as well as answering teachers' questions. Future programme topics are taken from an analysis of the previous three months correspondence. This programme is popular far beyond the voluntary teachers it is intended for. And its catchy theme song, written and sung by a radio unit member, can be heard whistled and sung in the street and by youths while attending to their cattle.

Elaboration of Leaflets or Booklets

The radio programmes broadcasted are compiled into booklets and, together with broadcast timetables, are distributed to the radio listening groups. Because of the shortage of printing facilities, the Department of Adult Education is always loaded down with materials to be printed. Transportation of material to remote areas is still slow and inadequate for good and efficient radio work.

Since the adult education radio programmes were launched in 1974, questionnaires have been used to evaluate the impact of the programmes and materials used. However, lack of radio programme producers hampers efficient administration of these questionnaires.

Production of Programmes

The National Literacy Centre in Mwanza has a radio studio donated by UNDP through Unesco. It has a staff of five script writers and broadcasters. Two of them have been trained overseas while the rest have acquired radio techniques through on-the-job training. Topics for each programme are decided centrally at a staff meeting, and producers of the programmes are appointed to work with the radio education unit. When the programmes have been recorded they are forwarded to Radio Tanzania in Dar es Salaam. Efforts are made to diversify the programmes as far as possible by involving experts on various topics from party and government machinery at all levels, as well as by involving the learners themselves. The Directorate of Adult Education in Dar es Salaam employs the same procedure except that it uses the studios of Radio Tanzania or that of the Institute of Adult Education in Dar es Salaam.

All adult education radio programmes have discussion questions before the end of the programmes to serve as the basis of post-broadcast group discussions. The radio listening groups listen to the programmes, discuss them and adopt resolutions about the possible elements for implementation. A programme report form is designed, tested and developed. It provides a range of responses and is to be filled in immediately after every broadcast and sent to the radio unit. It provides information on the main lines of the post-broadcast discussion, questions raised by group members, topics suggested for future programmes, teachers' suggestions, class news and reception conditions.

One of the basic problem which weaken the efficient production of programmes is lack of equipment. Till now the radio education unit has had only five portable recorders. It has always been impossible for the Ministry of National Education producers to have sufficient production hours at Radio Tanzania, as their studios are always fully booked by Radio Tanzania staff. The Institute of Adult Education has always been willing to let them use their studio but there too not enough time is available. Furthermore, their studio does not have provision to allow a large cast to do effective dramatization. The same applies to the recording studio of the National Literacy Centre in Mwanza, which is quite small. The humber of script writers is also not sufficient, and there is a constant struggle to keep ahead with scripts.

Selection of Teachers for Monitoring Study Groups for Preparing Programmes

Before radio programmes were launched in January 1974, one teacher from every educational institution in each zone (particularly in the lake zone), as well as literacy voluntary teachers selected to conduct radio listening groups, were given a two week orientation course on group dynamics (particularly of radio listening groups), audio methodology of group discussions, and functional literacy concept and its application in Tanzania. There are as many teachers for monitoring study groups as there are radio receivers distributed. Annually a refresher course is conducted for all those with active radio listening groups. For preparing programmes, two of the producers and a broadcaster have been trained abroad for a period of nine months through a Unesco fellowship programme. The rest have been trained locally on-the-job, using the staff of Radio Tanzania and the National Literacy Centre in Mwanza. It is significant to note that all adult education radio programme producers and broadcasters are trained classroom teachers with experience in adult education.

System of Co-ordination

There are regular meetings for adult education radio programme producers and broadcasters attended by representatives of the Directorate of Adult Education, the National Literacy Centre, and the Institute of Adult Education to review the previous programmes, select topics, and work out timetables for the forthcoming programmes. There is a mass media committee of the Ministry of National Education, which is chaired by the Commissioner of Education and attended by representatives from Radio Tanzania and the Ministry of National Education and by Directors of Education who broadcast on the activities of their Directorates. This committee discusses radio programmes for both the formal and nonformal systems of education. Radio Tanzania has quarterly meetings to review and work out a national radio programme. At each of these meetings, which are chaired by Radio Tanzania, radio producers and broadcasters of each programme defend their programmes as well as request more air time or postponement or abandonment of some of the programmes. Adult education, ward, divisional, district and regional co-ordinators include information on radio activites in their quarterly reports.

Publicity

All important newspapers in the country like *Daily News*, *Sunday News*, *Uhuru* and *Mzalendo* publicise the radio programmes for every day. The zonal rural newspapers, which are printed monthly, publicise adult education programmes for each month. Also Radio Tanzania prints national radio programmes and distributes them to party government offices and various educational institutions in the country. The National Literacy Centre in Mwanza prints and distributes radio programmes for adult education to educational institutions and all adult education radio listening groups.

Equipment

The National Literacy Centre was offered equipment for a radio recording studio as well as 395 radio receivers, one station wagon, three tape recorders and about 1,000 cassettes and tapes by UNESCO during the experimental phase between 1973 and 1976. The Ministry of National Education has purchased and distributed 7,000 radio receivers throughout the country, most of them to educational institutes such as Colleges of National Education, Secondary and Primary Schools, and Folk Development Colleges.

Dry cells are not readily available in many country towns and villages. Therefore it has been necessary at times for the Ministry of National Education to make arrangements for schools to buy cells directly from either manufacturing factories or Tanzania Eliku Supplies and Regional Trading Companies. Otherwise adult learners are responsible for replacing the dry cells.

Follow-up Activity

A visit made in 1978 to five regions outside the lake zone revealed that some literacy teachers were not using the broadcasts to their best advantage. The value of the broadcasts is lost because some teachers do not know how to conduct a radio lesson. Hence, they regard the broadcast time as time for them to take a rest. Seminars on how to conduct a radio lesson were organized in these five regions in 1978. Teachers found these very useful and became more interested in our broadcasts. There is a plan to organize more such seminars in the remaining regions in future. The basic requirement is funds.

Songs recorded from literacy classes, schools, and cultural groups have been an integral part of the literacy material supporting radio programmes. The response was immediate and enthusiastic. To capitalize on their obvious popularity, a national literacy song competition was devised, culminating with the selection of national winners for the International Literacy Day, September 8th, 1974. The competition provided opportunities for a wide-spread motivation for the national literacy campaign in the following respects: it was the forerunner of a comprehensive multi-media publicity campaign planned for the national drive against illiteracy; the publicity for the competition had shown that the campaign was interested in the participation of all citizens; by broadcasting over the Commercial Service of Radio Tanzania, the literacy campaign's message was brought home to a different audience than the usual one listening to the National Service, on which other literacy programmes are broadcast; and by having a commercial sponsor for the competition and programmes, the competition involved local industry in the literacy campaign.

The competition was run in two categories. Registered jazz bands submitted a recording of a literacy song in Swahili - original words and music - and competed for a cash prize donated by Unesco. Individuals, such as literacy teachers or members of adult literacy and adult education groups, submitted either words for a literacy song or a literacy poem in Swahilj, competing for cassette radio recorders for national winners and transistor radios for semi-finalists. These prizes were donated by the Matsushita Company. The response to the competition was far beyond expectations in the sections for poems, though poor in the musical section for registered jazz bands. The judges commented that there was a good geographical spread of entries.

Following on the success of the 1974 competition, it was decided to hold a further song competition in 1975 to provide the basis for a series of radio programmes culminating in the selection of national winners for the International Literacy Day in 1975. Adult literacy and adult education classes competed in their own areas, with local selection centre, ward, divisional, district and regional winners. All the twenty regions participated (although one region was disqualified). The entries of the regional winners were recorded and their performances were broadcast in the programme series in July and August from which three national winners were chosen and announced on 8th September, 1975.

A literacy slogan-writing competition was conducted and braodcast in the "Nyimbo Za Kisomo" programme. A bookwriting competition was mounted; it attracted 209 entries, 193 in the general literature section and 16 in the technical section. A poster competition on a literacy theme for competition among schools was held during 1975. A literacy flag war awarded to the region showing most conspicuous work in literacy activities each month. Now the system has changed slightly in that the flag is awarded once in a period of three months. The second winner is awarded a cup labelled "Mashindano Ya Kisomo", and the third winner is awarded a shield bearing the same caption.

Also in 1975 a literacy calender was prepared for that year, with monthly illustrations showing different aspects of functional literacy benefits and a supporting slogan. Literacy cotton prints were produced by National Textiles to publicise the year 1975 as Illiteracy Eradication Year. Fifty cassettes recorded with literacy songs were prepared for distribution to donors of the gift coupons programmes.

Evaluation

The extensive use of the radio education in the National Literacy Campaign has given new vigour to the resolve to eradicate illiteracy in Tanzania. It started from a thoroughly researched base, and with a built-in feedback system it has given a voice to literacy groups, literacy teachers and other members of the community. It has promoted a genuine dialogue among participants as well as between planners and the administrators of the literacy programme. The radio education programme has all along been flexible enough to respond quickly, wherever possible, to the challenge of emerging problems in the field and the emerging needs of the forum participants, encouraging their efforts and providing them with information and incentives to become educationally self-reliant. By using imagination, creativity and initiative, radio education has involved the literate population in the National Literacy Campaign through its information programmes, literacy songs, competitions and promotional campaigns.

The evidence available indicates that there is improved awareness, interest and participation in various literacy activities because of the decisions taken and enforced by the literacy groups and the local leadership, most of which were generated by the radio education programme. One of the major positive results of the radio education programme is that the literacy programme has acquired a more respected image.

The literacy teachers claim to have benefited from the programme contents and instructions, thus making it easier for them to handle their tasks. This claim has been supported by literacy participants, supervisors and others. Above all, the teachers are being increasingly looked upon as the best examples in the early adoption of modern practices as defined by the contents of the radio education programme.

It was estimated in 1968 that approximately half a million radio sets were available in Tanzania. Since then, with the abolition of radio licences and with the domestic production of low cost radio sets, there is evidence that the number of sets has increased dramatically. Though these sets are presumably unevenly distributed, it is certain that they are available in most places. And where they are not available, a co-operative village in the new rural setting can obtain one for a comparatively small investment. Our experience shows that the radio education programme is largely successful because the target population already had a well organized structure.

Every radio listening group allocated with a radio set is also provided with feedback report forms and stamped envelops so that after listening to the programmes and discussing them the group leader can dispatch the report to the headquarters of the National Literacy Centre in Mwanza. The report form is designed to provide the following information:

- Basic information about the membership of the listening groups.
- Major points of group discussion of the broadcasts.
- Decisions made after discussions and major actions suggested by the group.
- Questions raised in the discussions.
- Comments about interesting points in the programme and other things the group wants to know.
- Suggestions.
- Group views.
- Comments by the discussion group leader about radio reception and what he thought was of benefit to him in the programme.

3.6 Textbooks and other textual materials

Target Population

As stated earlier the national literacy tests of 1975 and 1977 revealed that there were 2,210,407 new literates who have to be provided with post-literacy reading materials. In Tanzania learning is viewed in a lifelong perspective, beginning before the achievement of literacy and continuing after reading and writing skills have been acquired. Post-literacy activities are a means for putting into practice the theory of lifelong education by enabling the neo-literate to use his skills, add to the knowledge acquired in the preceding phases, and embark on the acquisition of new knowledge and skills through a continuing process of further learning and greater mastery of his environment. In addition to the neo-literates mentioned above, stages 5, 6 and 7 books are used for primary school dropouts and adults who have acquired literacy skills through self-teaching.

Objectives and Intended Use

The books of stages, 5, 6 and 7 have the following major goals:

- to discover and develop practical and effective teaching and learning environments for an *agrarian oriented* society which can evaluate on a scientific and continuing basis the results of its own activities and for the provision of realistic information and guidance for post-literacy programme;
- to give learners an opportunity to express themselves and thus contribute to the total transformation of the society through a more active participation in economic, social, cultural and ideological life;
- post-literacy curriculum is considered not only as a means of retaining literacy skills, but over and above that it is a means of giving the post-literacy learner an adequate outlook on his environment so that he may acquire more creative knowledge in all aspects of life, thus opening up new horizons;
- cultivate among post-literacy learners a permanent habit of reading;

- liberate women and men from the yoke of economic, political, social and cultural exploitation which is maintained by unequal ownership of the means of production, distribution and exchange;
- post-literacy curriculum is considered as part and parcel of national plans for socio-economic development and therefore aims at making the learners aware of the national goals, policies and ideology so that they can accelerate them.

The specific objectives are for the literacy graduates:

- to maintain and enhance the functional literacy skills they have acquired thanks to the campaign;
- to understand the mechanisms of certain simple technical operations in carpentry, tin-working, masonry and elementary mechanics (these are operations the literacy graduates need in their day-to-day lives);
- to widen their knowledge of Swahili and English and to improve both their oral and written expression;
- to widen their knowledge of politics, national economics and economic geography;
- to increase their mathematical skills;
- to acquire the habit of learning and enquiry so that they will use the existing post-literacy facilities to become permanently literate; and
- to participate effectively in the planning and implementation of development activities in their areas.

General Approach; Selection of Content and Vocabulary

Post-literacy programmes in the textbooks are centred on the practical daily activities vital to increased productivity as well as to social, cultural and political development. The knowledge is presented through a problem-centred approach with special stress on important blocks to higher productivity in the activities concerned. In each book participants learn to identify and solve specific common problems that lessen their productivity and hinder their achievement of a better standard of living. For example, the textbook on home economics - by presenting basic information on good nutrition, health and sanitation - aims at combating the debilitating diseases and poor nutrition, which severely reduce daily productivity and indeed the lifespan of the people. Participants learn that mosquitoes carry malaria and that snails living in contaminated lake water transmit bilharzia. Information and instructions are also provided so that they can have a better chance of avoiding these diseases..

Participants receive elementary instruction in practical principles of nutrition, so that they will know that beans or maize are more nutritious than cassava, for example, and that a newly weaned baby and a pregnant mother need as much protein as a fully-grown man.

Preparation, Presentation and Layout

The principal work method used is the integrated writers' workshop. The participants in the workshop include one methodology specialist, one Swahili language specialist, one book production specialist, one subject matter specialist, and one graphic and layout specialist.

The team starts by reviewing the material provided by the subject specialist in the light of rural development objectives and in the context of the participants' milieu. The team outlines the contents and discusses them. Each programme is based on two books, namely the learners' and the teachers' books. Depending on the subject matter, the team sits for a period of at least three weeks for each stage. One member is assigned to deal with the final version of the book and one member to draft the teacher's guide after eliminating all possible snags in representing the techniques to be used in teaching each of the lessons. Having outlined the contents of each lesson, the team discusses its objective. Then they discuss the methods and techniques which are appropriate for the demonstration guide.

The teacher's attention is drawn to the new vocabulary items so that these can, if necessary, be thoroughly explained before the learners read the book. After the lesson has been read, the learners may have to recapitualte the contents. The text serves primarily as a basis for class discussions initiated through comprehension questions on the text by the teacher, who follows carefully the directions given in the teacher's guide. These guides, besides providing lesson by lesson advice, also include background information on the subject in question. This information is important because the teachers, who are voluntary and have a low educational level, themselves have only a very incomplete knowledge of the subjects they are teaching.

The graphic designer in the team prepares illustrations for each lesson as required. He also prepares posters with illustrations for use in class before learners start to read the lessons in the book. The members of the integrated writers' workshop construct the texts lesson by lesson, striving to balance literacy and vocational skills requirements. In view of their important role in the teaching process, illustrations and graphic and layout aspects are developed with equal care. Besides the structural elements, i.e. new words, length of texts and syllables, questions testing comprehension of the text from the linguistic as well as from the subject matter point of view are components of the lessons. The teacher's guide contains all the proper answers to enable teachers to lead the learners to the correct answers.

The subject matter is usually prepared by the subject specialist. It consists normally of a brief outline of the vocational skills to be presented in the book. Because the materials have to be problem-centred, the existing problems must be identified in the field. This is looked into at the workshop session once all the relevant background information has been collected from the institutions and agencies concerned.

New vocabulary items are kept to the minimum and normally contain as few syllables as possible. Thereafter the new vocabulary to be added depends on the number of new syllables to be introduced in any one lesson. Normally this number is lower at subsequent lessons than the number of syllables introduced in the earlier lessons. This is possible because the Swahili language is repetitive. Care is taken to repeat new words and syllables, particularly words of several syllables, as often as is necessary.

The system of an integrated writers' workshop has the advantage, among others, of ensuring accuracy and relevance. Specialists come together and work out a consensus. It is not a question of greater ability to produce more valuable things. But it is a realization of the fact that "real problems" usually require a multi-disciplinary approach. Editing time is reduced and the selection of the main problems which the teaching materials will deal with is accelerated, as all co-operating developmental agencies and/or departments are invited to collaborate.

Learning Method

The most popular encouraged method is the discussion method. Discussion before the start of a lesson is one of the essential pre-requisites. This method is useful because the adult larners are intelligent and they have a wide experience, even though they lack the know-how to improve their ways of seeing and doing things. It is useful to the teacher in that it helps him to get to know the learners. During such discussion the teacher is able to find out how much his learners know already and how much they still have to learn in that particular lesson. The discussion approach also gives confidence to the learners as it makes them participants in the teaching process.

The Socratic or dialogue lecture method is another method used and encouraged in teaching adults using the post-literacy books. The teacher develops a spontaneous dialogue with adults. By carefully formed questions he extracts from the adult learners what knowledge of the topic they may have. When he discovers misunderstanding and gaps in knowledge he expands his explanations. If he has managed to establish a relaxed atmosphere without restraints in the group, the adult learners direct questions to him concerning parts of the topic they did not understand or areas they are particularly interested in and where they want him to elaborate. In this way the lecture proceeds with questions and answers, now and then interrupted by a longer explanation by the teacher.

Both the discussion and Socratic method are facilitated by a practical use of the blackboard and posters where possible. A good adult education teacher divides the blackboard into two parts. On one side he writes the structure of the talk as the lesson proceeds. The other side is used for writing down essential facts: figures, new words, names, points to be remembered or discussed. Sketches, drawings and diagrams are used to illustrate the explanations. Listening and viewing is better than only listening. Listening and viewing and doing something with the hands is better still.

To achieve listening, viewing and doing in adult education post-literacy classes, the demonstration method is used - particularly for the lessons on agriculture, handicrafts and home economics. The adult education handbook, which was written by the Institute of Adult Education, Dar es Salaam, states that the objectives of teaching adults how to do something are:

- to get people to want to learn the activity;
- to instruct them carefully on how to do it correctly;
- to give them an opportunity to parctise and so to improve their performance and to correct mistakes;
- to get them to use the new activity.

Years of experience in teaching people how to do something have proved that *telling* a person how to do something is not enough, and *showing* a person how to do something is not enough, but a combination of telling and showing and practise, if carefully planned and carried out, can be effective.

Demonstrations are conducted by agriculture teachers in the Folk Development Colleges and by agriculture extension officers in the rural areas. Home economics demonstrations are conducted by home exonomics teachers in the Folk Development Colleges and in primary schools and post-primary institution all over the country. Demonstration in carpentry, masonry and tinsmithery are conducted by Folk Development Colleges, handicraft teachers as well as primary school handicraft teachers. The teacher, after going through the demonstration once, repeats the demonstration; this time the learners not only observe but actually do it themselves. The teacher stops at every step to check the performance of the individuals. This is only possible if he has material and equipment enough for every learner. After the learners have watched the demonstration and asked for clarification, they perform the whole procedure on their own while the teacher helps and checks the adult learners individually. The procedure is written on the blackboard to help the learners. The adult learners sometimes work in groups. One learner in each group acts as a demonstrator while the rest in the group watch and make comments.

Textbooks

The textbooks used for post-literacy in Tanzania constitute a series divided into stages five, six and seven; each stage has eleven books and teachers' guides on the subjects of political education, mathematics, agriculture, Swahili langauge, health, home economics, handicrafts, history, geography, political economy and English. To complete any one of these stages the adult learners have to go through and are examined on five subjects, if they are in rural areas, and in four subjects if they are in urban areas. In rural areas they have to learn political education, mathematics, agriculture, Swahili language and health education. In urban areas they go through all of the abovementioned books except those on agriculture. The course lasts two years, including theoretical and practical knowledge. With the exception of the books on health and political economy, all the books of stage five have been written, printed and distributed to the field since 1979.

The books for stage six have been written but only those on agriculture, mathematics and home economics have been printed and distributed to the field. Those for stage seven are being written and, it is hoped, will be completed in 1981.

Since the introduction in early 1979 of the books of these three stages mentioned above, there is some confusion about them. The adults and some leaders tend to think they correspond to the stages 5, 6 and 7 of primary school education. Efforts by adult educators to clarify the difference have not met with great success. It is therefore intended to change this pattern in 1982, when a new curriculum is to begin which does not bear the names of the stages using numbers. In the new curriculum there are three stages called "the first stage", "the middle stage" and the "advanced stage". The humber of subjects has also been reduced to six, namely political education, agriculture, mathematics, helath, handicrafts and national culture. Most of the educational elements in the former eleven books will be streamlined so that they are incorporated into the new curriculum.

Teacher's Guide and Study Aids

As stated earlier each post-literacy book is written with a teacher's guide which explains to the teacher stage by stage how to conduct a lesson. The teacher's guide shows the objectives for each lesson; the equipment to be used; how to develop the discussion; the kind of questions and expected answers using the Socratic method; exercises on reading, writing and mathematics; reference books; new vocabulary and syllables and how to teach them. There are no workbooks for adults. Instead they are provided with exercise books and pencils. The teacher uses the blackboard, illustrations and diagrams.

Publicity and Motivation

The headquarters of the Adult Education Department in Dar es Salaam has a radio programme which is broadcast twice a week. The National Literacy Centre in Mwanza has three programmes on post-literacy, "Jiendeleze", "Kisomo kwa Radio" and "Mwalimu wa Walimu". These programmes are used for publicity as well as for motivating adult learners. In addition to the radio programmes each region has a cinema van to show educational films to the adults in rural areas; the cinema vans are manned by adult educators who use the films to publicise adult education programmes as well as motivating learners to attend literacy and post-literacy classes. The rural nespapers and ward libraries are also used for publicity and motivation.

Also adults are motivated through persuasion, politization, inducement and even through revolutionary sanctions. Past experience shows that poor attendance, dropouts and passive participation of the participants in the literacy and post-literacy programmes can be attributed to the failure to identify the felt needs of the participants, failure to meet these needs in the programmes, poor instructional methodology, lack of individual attention and the absence of effective ways of mobilising the participants. Through experience we are solving some of the above problems by ensuring that teachers are selected by the learners and are as such acceptable to the community. Each class has a class committee of five members elected by the class, with the teacher as advisor and secretary of the committee. The committee is responsible for the total running of the class, including welfare and discipline. Party and government leaders pay regular visits to the classes to encourage learners in their new endeavours and familiarise themselves with conditions in the operational areas. While doing this, the leaders ensure the availability of appropriate materials such as textbooks, teacher's guides, exercise books, pencils, chalk, blackboards, etc. Also learners competitions have been mounted; there is, for example, the Literacy flag, which is awarded once every four months to the region which leads the whole country in the successful implementation of literacy and post-literacy activities.

Grading

The post-literacy books have been graded into three stages namely, stages five, six and seven. Unlike the formal school system, which attempts to deny the learners some aspects by assigning them the content in the form of class-blocks, post-literacy learners are exposed to real-life situations which cannot fit into a class-block situation. Determining post-literacy levels involves the integration of vertical and horizontal curriculum content of the real-life aspects of the learners. The post-literacy textbooks have been graded in terms of content, moving from general principles to specific and difficult ones, and the same sequence is adopted throughout the three stages. Theory and practice are introduced to the learners at the same time and in such a way that the logic involved between theory and the practical activities is developed. The grading of the books depends upon various factors, including vocabulary levels, the difficulty of the language used, length of sentences, the number of ideas developed at each level, the complexity of illustrations, and the length of paragraphs.

The textbooks have an average of 70 pages with 8 1/4" x 5 1/4" format. The vocabulary ranges between 100 to 200 words per page; an entire book contains about 12,000 words. Most words have two to four syllables. Sentences contain between seven and ten words. There are between eight and twelve different topics. Each topic constitutes a lesson or a chapter. The repetition of new syllables and words is about 40 per cent. Each lesson has exercises on comprehension and factual knowledge. The mathematic books contain practical mathematics related to activities of adult learners such as shopping bills, bookkeeping, profit and loss, measurements, costs and money, how to tell the time, geometry, voting, enrolment, population and agriculture. Stage five is much more heavily illustrated by pictures, diagrams, drawings, maps, charts than stage seven.

All the books have at the end a glossary of new syllables and new words used throughout the book. To ensure that all the books are properly graded and correspond to the same level, there is a meeting of all subject co-ordinators after the books for the stages have been written and before they are printed.

Supplementary Material

Supplementary books are being written to be used along with the textbooks to elaborate on the information contained in the books. It is intended to concentrate on this when the task of writing and printing the textbooks for all the stages is completed. At the moment it has been left to the regional and zonal writers' workshops to undertake the task of preparing supplementary reading materials relevant to the demands of their local community.

During the International Literacy Week, which is celebrated in Tanzania from 1st to 8th September each year, various cultural activities and processions culminating with political speeches are organized to publicise adult education and motivate adult learners. Regular national tests are organized at an interval of two years, and adult learners are awarded certificates according to the stages achieved in the national literacy tests.

Production, Sale and Distribution

The texts and all adult education teaching and reading materials are provided without cost to adult learners. The government pays all the costs for producing adult education materials. Rural newspapers are sold at a nominal price of Tanzanian shillings =/20. With SIDA aid, the Ministry of National Education has set up an adult education printing press which prints 40 per cent of the total materials needed for adult education. The rest is printed through commercial printers through the tender system.

The cost of production of a post-literacy book is about Tanzanian shillings 4/80. The distribution to the regions is undertaken by the Ministry of National Education using lorries, steamers and railways. The regions are responsible for the internal distribution. Almost 7 million Tanzanian shillings are spent annually on the production and distribution of adult education materials.

Linkage with Other Post-Literacy Programme

The post-literacy books are given publicity by rural newspapers, rural libraries, cinema and radio stations which have programmes for motivation as well as on post-literacy. These programmes seek to explain to the populatin the concept of lifelong learning through post-literacy stages and other post-literacy activities. The Folk Development Colleges also teach post-literacy to new literates using the post-literacy textbooks.

Evaluation

It is attended to conduct evaluation to meet various objectives. The first objective is to find out whether the post-literacy textbooks have really met the needs of the participants in the programmes. Our experience in the functional literacy programme shows that little or practically no serious efforts were taken in trying to involve everybody fully in planning, implementing and assessing the programmes. This has in most cases resulted in passive participation both at high and low levels, which again has caused many problems in attaining the objectives. The second objective is to find out whether we have developed the right programmes to meet those needs. Participants have sociological, educational and economical needs and problems which vary according to their environments and situations. Some of these needs are long-term, others are of an immediate nature and therefore need immediate attention. Because of the varied nature of the needs, identification of these needs is necessary in order to make the curricula and research relevant to the participants. The needs and problems of clients are to be identified through the application of evaluation methods such as interviews, questionnaires and participatory observation. The third objective is to conduct research to valuate the usual meeting places of the participants, the Folk Development Colleges and other institutions concerned with post-literacy activities, learning centres in the places of work, material, financial and manpower resources and different sociological, psychological and cultural problems. The above-mentioned factors can either enhance or hinder the learning process of a participant.

Fourthly, it is intended to carry out testing and pre-testing of the post-literacy and all other books before they are reprinted in large quantities. Feedback is needed on choices of words, effectiveness of the written materials at various levels, adequacy of the illustrations and posters, appropriateness of content organisation and sequence of instructions. The post-literacy books for level V were not pre-tested but were reviewed at national, regional and ward levels before they were put into use. Fifthly, it is intended to undertake continuous assessment of the performance of the teachers and administrators. Attempts will be made to assess occupational learning, making a distinction between the information on knowledge acquired by the adult learners and how that information has been applied in his farm or factory. Also the performance of instructors will be assessed by constantly observing their behaviour in the class or by testing the participants' achievement. However, the performance of administrators of post-literacy programmes will be assessed by looking at how workable and effective their programmes are. Lastly, it is intended to conduct an evaluation of the effectiveness of training methods and literacy retention as a prerequisite for post-literacy textbooks.

4. CONCLUSION

By December 1977, Tanzania had been able to reduce an illiteracy rate of 75 per cent for the age group 10 years and above to 27 per cent. With the inauguration of Universal Primary Education in November 1977, it was hoped to reduce illiteracy to 10 per cent or 5 per cent by 1981. In 1979 the enrolment of children of primary school age reached 93 per cent. The campaign has had more success achieving the political and social aims than the economic ones. As a result of the campaign the majority of the people are more conscious of the policy of socialism and self reliance, and their knowledge of Swahili has increased. The campaign did not succeed very much in promoting economic ends because of the failure to integrate theoretical and practical skills in functional literacy classes. Adults in most areas learnt functional literacy materials only theoretically due not only to a shortage of agricultural extension workers to conduct agricultural demonstrations but also to shortages of agricultural inputs and equipment. Although the production figures of cotton, rice, maize, tobacco and cashewnuts between 1970 and now show a notable rise in production, it is difficult to claim that the increase has been due solely to functional literacy. It could equally well be attributed to several other factors.

The success of the literacy and post-literacy programme in Tanzania so far may be attributed to ideological consciousness, properly defined political objectives and development goals, and full utilization of the available resources. The organization and implementation of the adult education programme has been based on Tanzania's policy of self reliance through the decentralized administrative machinery, local initiatives and cooperative effort. The organization and implementation of the literacy and related adult education programmes at the national level is based on experiences which have been gained through small-scale pilot projects. Tanzania realizes that in order to wipe out illiteracy completely and in the shortest possible time, it is not enough to provide literacy education to illiterate adults alone. It is for this reason that the country embarked on Universal Primary Education in November, 1977. In order to mobilize the whole population - particularly leaders in government, party and other sectors - for the literacy campaign, it was absolutely essential that there should be effective co-ordination. This was done through national, regional, district, divisional, ward and literacy class committees. The writing of primers and post-literacy materials is a great task, particularly if the functional literacy approach is adopted. It is therefore advisable to decentralize the system of writing the learning and teaching materials by means of regional writers' workshops. The writers should be trained and supervised by a central co-ordinating team of experts on writing and editing materials for literacy and post-literacy. In view of the size of the illiterate population, the task of training enough literacy and post-literacy teachers is very demanding. In Tanzania a force of about 200,000 literacy teachers was required to fight against illiteracy. This was possible through the decentralization by the Ministry of National Education and the Tanzania UNDP/UNESCO literacy project. This was also facilitated by the introduction of adult education as a subject in Colleges of National Education so that student teachers graduated as teachers for both children and adults.

As the above explanations show, the literacy and post-literacy programmes in Tanzania have been based on the following principles:

- *Party ideology*. The driving force for adult education activities in Tanzania is the party's policy of socialism and self reliance and the belief in equality of educational opportunities within the capacity of the existing resources.
- *Integration*. The system of adult education is integrated within the national development plans as shwon by the five year development plans, (1964/69, 1969/74 and 1976/81). To facilitate planning, adult education, which was formerly under the Ministry of Regional Administration and Rural Development, was transferred to the Ministry of Education (which later became the Ministry of National Education) in July, 1969. This is what has enabled adult education to be integrated within the structure and activities of the formal system of education.
- *Co-ordination*. Co-ordinating machinery has been established from the class level up to the national level in order to ensure full participation of adult learners, party, government and voluntary organizations in the planning and implementation of adult education.
- *Continuum*. Literacy and post-literacy are developed as a continuum. Once he joins a literacy class the adult learner continues to learn without interruption up to higher levels of learning through the post-literacy curriculum and correspondence courses in particular.
- *Self-reliance*. Every year the government spends more than 10 per cent of the education budget for adult education.
- *Structural development*. The Adult Education Directorate is one of the nine directorates in the Ministry of National Education. In the regions there is the regional adult education co-ordinator and at the district level there is a district adult education coordinator; both work under the regional education officers and district education officers. Each division has a divisional education officer and each ward has a ward education officer.
- *Interlinkage*. The post-literacy programme in Tanzania is interlinked for reinforcement and support as indicated in Table 8:

Table 8

Linkages between learning strategies

Strategy	Support by others				
	Rural Newspaper	Rural Library	Radio	Correspondence courses	F.D.C.
Rural Newspaper		Keeps the papers	Repeats articles		Keeps the papers
Rural Library	Writes about library		Programme about libraries	Uses them for reference	Houses libraries
Radio	Publishes timetable	Radio discussion groups		Uses radio for publicity of the courses	Uses radio for discussion group
Correspondence Courses	Writes about correspondence courses	Uses library for reference books	Uses radio		Uses correspondence courses for adult learners
F.D.C.	Uses newspaper	Uses library	Uses radio	Learners use correspondence courses	

It is planned to expand the post-literacy learning strategies during the current five year development plan 1981/85 and beyond in order to meet the growing demand for adult education.

The number of copies produced every month for the rural newspapers will be increased from the present average of 25,000 copies each to about 100,000. Rural libraries will increase from the present 2,781 to 8,000 so that each village has one. Correspondence courses will probably increase from the existing capacity of 40,000 learners to 500,000 learners. Instructional Radio will increase the target audience from 7,000 radio listening groups to about 15,000, each with a radio receiver. The Folk Development Colleges will increase from the current figure of 51 to 111 so that each district has one. All this will be possible if all other things are available, i.e. funds, equipment, materails, and personnel, etc.

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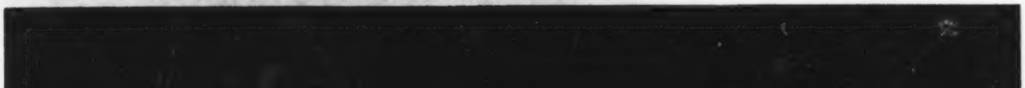
Post-literacy work among workers in a textile mill in Dar es Salaam



Learners in a literacy class in Mto wa Mbu (Mochudi District)

II. The Implementation of the Tanzanian Post-Literacy Programme

1. F. Elinewinga: The National Literacy Centre in Mwanza

II.1. THE NATIONAL LITERACY CENTRE IN MWANZA

by F. Elinewinga, Deputy Director of Adult Education,
National Literacy Centre, Mwanza

The Mwanza National Literacy Centre (NCL) originates from the Experimental World Literacy Programme in Functional Literacy which was started in the four regions around Lake Victoria. It was one of the few successful projects commissioned by the Conference of World Ministers of Education which took place in Teheran in 1965.

1. THE PURPOSE OF THE PROJECT

The main purpose of the project was to assist the Government of Tanzania in organizing and implementing a work oriented Adult Literacy Pilot Project closely linked with vocational training particularly in the field of agriculture and in training the national counterparts, supervisors and trainers of literacy teachers in the new approach and techniques of functional literacy.

2. THE SPECIFIC OBJECTIVES:

(a) to teach illiterate men and women basic reading, writing and to solve simple problems of arithmetic;

(b) to integrate Adult Education Programmes with other social and economic programmes;

(c) to prepare participants for more efficient participation in decision making in the development of their villages, regions and on national level;

(d) to provide the necessary reading materials based on the relevant curricula.

3. IMPLEMENTATION OF THE PROJECT

The project was officially launched in July 1968 under the direction of the Regional Administration and the Rural Development Directorate. The Project (1968-1972) was carried out in three phases: a preparatory phase, covering the first year (1968), an operational phase of two years (1969/70), and an expansion phase (1971/72) during which work-oriented training courses (curriculum) in Swahili were given to illiterate adults.

4. PROJECT AREA

The project covered four Lake Regions namely Mwanza, Shinyanga, Mara and West Lake (now Kagera).

The lake area was selected due to a number of factors: The area was one of the most important economic zones in the country, leading in producing cotton and coffee as major cash crops and foreign exchange earners as well as rice, bananas and tea for domestic consumption. Other activities included fishing and cattle keeping. The zone was the most densely populated area in Tanzania; it had a well-established educational infrastructure, a good number of extension personnel and two well-established co-operative movements (BCU and NCU) for coffee and cotton growers. And finally illiteracy was considered to be one of the major bottlenecks in the process of introducing and enhancing social-economic changes, particularly the diffusion of agricultural innovations.

5. PROJECT RESULTS:

In 1971 before the end of the Pilot Project Programme had achieved the major assignments, the government decided that the project's methods and approaches should be adopted for the National Literacy Campaign. The following ones were adopted:

(a) The project's system and procedure for the selection of primary school teachers and voluntary teachers as functional literacy teachers.

(b) The project's programme and the decentralized system for training such literacy teachers.

(c) The extensive programme of follow-up reading materials for the neo-literates such as the establishment of rural libraries, the preparation and distribution of rural newspapers, the formation of discussion groups, as well as the radio programmes for functional literacy.

(d) The administrative and field supervisory structure should be developed and tested during and after the expansion phase.

(e) The project's assistance in establishing writers' workshops throughout the country similar to those used for preparing work-oriented programmes, reading and teaching materials.

(f) The introduction of functional literacy as a subject into the teaching programmes at the University Colleges of National Education, and the Agriculture Training Institute.

(g) The continuation in inter-ministerial cooperation and coordination as practised in the pilot project.

(h) The evaluation of the national programme on a limited scale.

6. PHASE TWO: (1973-1976)

UNESCO was impressed by the efforts of the Party and the Government of Tanzania in eradicating illiteracy and in particularly the TANU Resolution of September 1971 which directed total eradication of illiteracy by December 1975 throughout the country. UNESCO/UNDP decided to extend the pilot project that was going on in the Lake Zone. This project which was calculated and designed as the second phase of the earlier project (1968-72) was named the Functional Literacy Curriculum, Programmes and Materials Development Project. Characteristically, it was a technical project whose main purpose and aim was to support the National Literacy Campaign in the following fields:

(a) producing functional literacy primers and additional teaching and reading materials for various regions;

(b) studying ways to improve the teaching and to enrich the literacy class curriculum;

(c) training regional trainers teams and supervisors in the implementation of literacy campaign throughout the country;

(d) using mass media as a support programme to the literacy campaign;

(e) carrying out research and evaluation;

(f) ensuring the retention of literacy skills gained.

As a result of some of the above named objectives, this project had directed emphasis to three sub-projects (support programmes): the Radio Education Programme, the Rural Press Project and the Rural Libraries Project.

7. PHASE THREE: FROM 1976 TILL TODAY

The National Literacy Centre was formed in 1976 after the completion of the second phase (1973-76) and handing over all responsibilities to the Tanzania Government.

The centre was to take over responsibilities in carrying on with Functional and Post-Literacy.

8. THE NATIONAL LITERACY CENTRE

The National Literacy Centre is an institution under the Department of Adult Education in the Ministry of Education.

In relation to its duties the Centre acts as a "nucleus" where effective Functional Literacy and Post-Literacy Programmes are formulated and implemented throughout the country in line with life-long education.

The Centre is precisely acting as "A Social Engineering Centre" or "A Reference Centre" specifically for providing technical advice and assistance in the Functional and Post-Literacy Programme.

8.1 Duties/Functions of the Centre

(a) It is a learning centre for Adult Education Personnel engaged in Functional and Post-Literacy activities, i.e. in Radio Education and Workshops and for others who come to learn.

(b) It conducts research (action oriented research), provides statistics and evaluation pertaining to literacy and adult education activities.

(c) It prepares and publishes reading materials, literature and gives guidance in matters and problems concerning the curriculum.

(d) It supervises and utilizes communication media such as rural newspapers, radio, rural libraries, films etc. meant for adult education activities.

(e) It cooperates with international and national institutions such as the Universtiy of Dar es Salaam and other international institutions in improving Functional and Post-Literacy especially in conducting researches and exchanging technical information.

(f) It formulates, supervises and cooperates in the preparations and the organization of international conferences, seminars, workshops, and symposiums related to adult education. A number of guests from foreign countries visit the centre to exchange ideas on adult education programmes in general.

8.2 Structure

The National Deputy Director, under the Director of Adult Education, Ministry of Education, is the Head of the Centre. He is the chief advisor to the Director of Adult Education on all matters concerning the Centre.

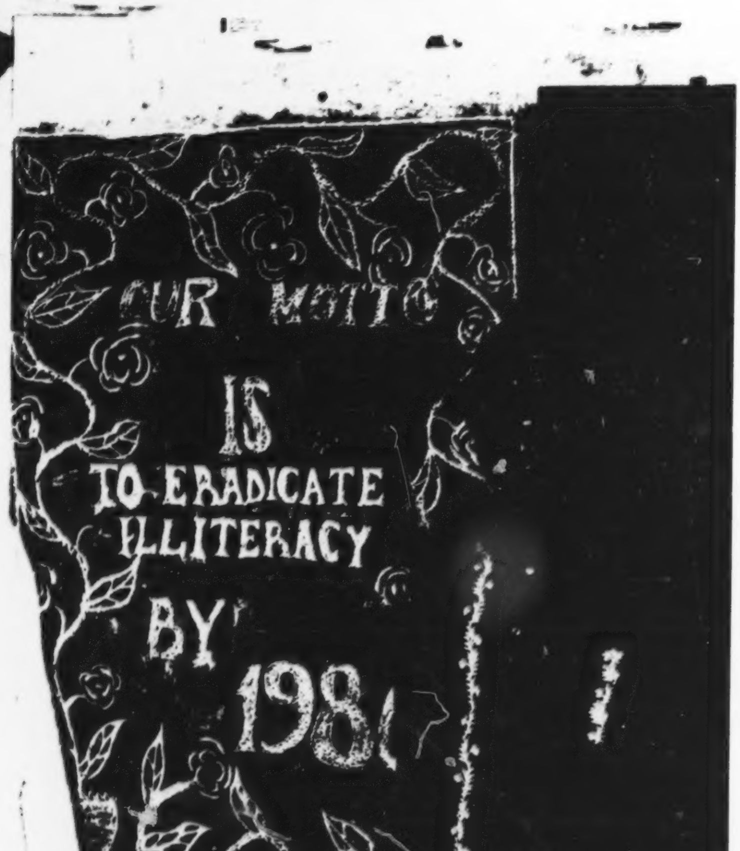
8.3 The Centre's Sections/Units

The Centre has the following units:

(a) Radio Education Unit
(b) Rural Press

(c) Book production (Curriculum & Material Development)
(d) Rural Construction
(e) Home Economics
(f) Printing Unit
(g) Agriculture Unit
(h) Rural Libraries & Documentation
(i) Evaluation.

Mr. F. Elinewinga, National
Deputy Director, Literacy
Centre Mwanza


OUR MOTTO
IS
TO ERADICATE
ILLITERACY
BY
198

Illiteracy - no more.
Around Mwanza

2. Rest P. Lasway: Integration, Cooperation and Coordination of Institution Involved in the Implementation of Post-Literacy

II.2. INTEGRATION, COOPERATION AND COORDINATION OF INSTITUTIONS INVOLVED IN THE IMPLEMENTATION OF POST-LITERACY

by Rest P. Lasway, Head, Design and Coordination Section, Department of Adult Education, Ministry of Education

1. THE SCOPE OF POST-LITERACY

To embark on a literacy campaign implies commitment of the government to move towards a fully literate society, which requires an integration of literacy learning with the whole scheme of lifelong education. Demand for literacy skills will continually evolve to cope with new demands of socio-economic and cultural change. Therefore, many adults once considered literate will need continuous learning linked to adult education. The problem of literacy then seems to be more complicated than has ever been realised. Some countries have decided to solve the problem by stopping illiteracy at its roots by providing Universal Primary Education. But even with this decision the danger remains the same, because:

- In many developing countries it will take some time before all children enter and complete primary education. Children who never attend primary school reach adulthood as illiterates. In addition, many enrolled in primary school never become literate because of school wastage (dropout).
- The young people after completing primary education live in an illiterate community, which does not have reading materials to practice the acquired skills. The danger is that they will relapse into illiteracy.

Universal Primary Education on its own is, therefore, not the best strategy for eradicating illiteracy. Experience in other countries has shown that as development standards go up, skills often decline. Therefore, a single person can require different levels of literacy within a single life-time, due to increasing socio-economic and cultural demands.

To solve the problem of illiteracy, therefore, requires combined efforts towards the provision of Universal Primary Education for children and literacy teaching to the illiterate adults, the two approaches have to be integrated as a step towards achieving literacy.

However, as it has been discussed above, Universal Primary Education and plans to achieve literacy for adults within a given period of time alone is not enough. This fact then highlights the importance given to Post-Literacy and its related supporting activities as a reinforcement towards improved literacy skills and lifelong education.In view of this, the present scene of literacy work in Tanzania comprises among other things, a good number of varied activities for Post-Literacy. The activities are the product of the literacy campaign which started in 1970. The activities include a diversified literacy curriculum and literacy supporting programmes, rural libraries, film education, work oriented projects of agriculture, home economics and crafts, Folk Development Colleges and Correspondence education.

Post-Literacy is part of adult education and naturally, adult education is a complex enterprise consisting of broad objectives which have social, economic and cultural impacts on individuals and the community as a whole.

There is need, therefore, to have an integrated approach to the planning and the implementation of strategies for Post-Literacy work. An integrated approach on the other hand requires extensive cooperation and coordinated efforts towards the achievement of the intended objectives. The experience in Tanzania has shown for example that the struggle against the eradication of illiteracy which also includes plans for Post-Literacy is a task which primarily involves the national responsibility. There has been a firm political will exercised at the highest level which has been essential in mobilizing public support and securing cooperation of government agencies. Political will has also been followed by concrete action to allocate resources, define responsibilities and establish programmes and supporting institutions.

The Ministry of Education in Tanzania is overall in charge of adult education activities. But the conduct of a Post-Literacy programme is not an administrative function which can be exclusively entrusted to a single Ministry; rather it is an attempt to evoke planned social change which requires support from various organisations for the purpose of integration. The need for cooperation and coordination in Post-Literacy work in this case is obvious.

2. INTEGRATION, COOPERATION AND COORDINATION

Since the beginning when the literacy campaign started the Ministry of Education has realised the importance of working closely together with other development wings for support in literacy work. Integration, cooperation and coordination with various organizations can therefore be explained as vertical and horizontal coordination at various levels.

2.1. The Ministry Level

In 1969, adult education activities were transferred from the Ministry of Regional Administration and Rural Development to the Ministry of Education. In the Ministry a Directorate of Adult Education was formed. The Directorate is headed by a director who is supported by five sections under him including also the Literacy Centre Mwanza. The sections are Design and Coordination, Functional Literacy, Workers Education, Folk Development Colleges and Adult Education Printing Unit.

The structure of the Directorate forms the professional unit and is the nodal agency for literacy and Post-Literacy activities in the country. Each section is headed by a head of section and they all report to the director. Coordination takes place between the different sections in day to day matters.

Different sections within the Adult Education Directorate:

Director of Adult Education

Design and Coordination Section	Functional Literacy Section	Workers Education Section	Folk Development Colleges Section	Adult Education Press Section

2.2. Regional Administration

The decentralisation of government powers in 1972 gave power to the people at all levels. The decentralised structure is comprised of a village, a ward, a division, a district, and a region. At the village level, the village act of 1975 provides for a village assembly and a village council elected by the assembly. The council functions through five specialised committees for finance and planning, production and marketing, education and the like. The village council has powers to deal with all matters related to the development of the village. The ward, division, district and region have also powers given to them to enable them to exercise development activities within their respective areas.

Following the decentralised structure, full-time adult education coordinators exist at the ward, district and the regional levels. While at the villages headteachers of primary schools together with their duties in primary schools teach and coordinate literacy activities, the same thing happens at teachers' colleges and secondary school. The functions of the coordinators are:

- To see that literacy is integrated with other development activities at his/her area through cooperation with existing organisations at their areas.
- The coordinator links the policy makers and the community in a two-way system of communication that is top down and bottom-up.

- Planning, implementation and supervision of adult education programmes in their areas.

- Recruitment of teachers for literacy classes and payment of honoraria.

- Mobilizing the people for literacy activities through the Party.

- Training of literacy teachers, study group leaders and others.

- Purchase and distribution of learning materials and others.

Each level has clearly defined responsibilities in order to ensure that all necessary actions are taken, every level has power to make decisions and translate decisions into action to fit their needs. For example, authorities at operational level have sufficient authority to deal with all of common problems which may beset literacy activities. For example, the need to recruit instructors or to replace them, to enrol learners, to decide on time to have classes. They also have some financial reserves to meet small emergencies or take advantage of unanticipated opportunities. At the district level they have power to purchase learning materials and to meet other related expenses.

The structure has helped to develop a two-way feedback system which allows a two-way information flow between the structural levels. Information from and to the different levels help the authorities to be aware of the stability of literacy activities at their respective levels. The information also contributes to the programme improvement especially in cases which show some problems which have to be diagnosed for solution.

Adult education structure is also linked to the Party structure and to the government structure which also exists at every level. The structure gives an opportunity for linkage between literacy activities, the Party, and other organizations. For example, the Regional Adult Education Coordinator reports to the Regional Education Officer and eventually to the Regional Development Director who is overall in charge of the implementation of government policy which includes activities like health, agriculture, community development and others.

In general, the whole structure is well integrated to simplify solutions of problems which require coordinated and integrated efforts. Post-Literacy programmes have therefore been built into overall strategies and plans for economic, social and cultural development.

2.3. Adult Education Committees

The structure is reinforced by adult education committees which have been set up at all levels. The committees help to mobilize people to participate in literacy activities and they are responsible for the stability of attendance and participation of teachers, problems of dropouts and others.

At the national level there is a national adult education committee which is a subcommittee of the National Advisory Committee on Education. The subcommittee advises the National Committee on adult education policy issues. Members of the committee are drawn from various organisations and ministries - such as Prime Minister's Office, The Party, Women Organisations, Parents' Organisation, Institute of Adult Education, Ministry of Agriculture, Labour and Social Welfare, Ministry of Information and others.

At regional and district levels representatives of the different committees are also drawn from various ministries and organisations, schools and colleges of education.

The education committees of the regional and district party secretaries at the ward level are represented by various extension officers and the councillors.

At the class level two or more classes have a centre committee to coordinate adult education activities. This has encouraged participation from the beneficiaries and it has helped to create awareness among the participants concerning constraints of literacy linked to their development and the manner in which they can overcome the constraints.

3. MOBILIZATION OF RESOURCES

All along the literacy campaign mass mobilization by the party and the government officials has been carried out. Adult Education committees, the party, government, voluntary organizations and individuals helped in the campaign. Illiterate adults were enrolled and classes were conducted, in all possible places like private homes, school classrooms, health centres, cooperative buildings, factories, under trees and the like. Literacy teachers were recruited by the class committees while other teachers were mobilized from other ministries and organizations.

Mobilization of human and material resources is also highly required during the Post-Literacy stage. At this stage there is need to strengthen formal and informal organizational linkages as well as to strengthen community participation. At the local level, for example, different experts have to be mobilized to teach Post-Literacy classes which are expected to be more practical than theoretical. Sharing of different facilities like agricultural inputs, carpentry workshops, facilities from health centres and others becomes very important due to the practical nature of the Post-Literacy curriculum.

4. PREPARATION AND PRODUCTION OF READING MATERIALS

Tanzania is one of the countries which participated in the World Experimental Literacy Programme launched by UNDP and UNESCO in 1968. The overall aim of the programme was to test the concept of functional literacy as an efficient means to make people acquire the three R's, raise production, adopt better health and farming practises and others. The concept of functional literacy was adopted to the whole country linking literacy to social economic and cultural aspects. In connection to this, an attempt was made to diversify the curriculum as much as possible to suit regional and local needs.

Experts from various organizations were invited to writers' workshops to prepare reading materials for literacy learners. Out of the workshops various primers were prepared, for example, on political education, different crops like bananas, cashewnuts, cotton, coffee and others.

Diversification of Post-Literacy curriculum implies that while a common core remains, the type of subjects prepared vary to suit different groups. For this reason Tanzania has a Post-Literacy Curriculum Panel. Members of the Panel are invited from various ministries and organizations to deal with curriculum development and preparation of materials through organized workshops. In some regions, regional writers' workshops have been going on to prepare supplementary readers relevant to their local situations. Currently for instance Dodoma region is in the process of producing a booklet on millets. While other organizations have been trying to link literacy and some of their ongoing projects, for example,last year the Coconut Project of the Ministry of Agriculture through the cooperation of the Ministry of Education, produced a supplementary reader on better coconut farming to be used at the coconut project areas. Post-Literacy classes have also been going on in some areas where women projects have been established by the Tanzania Women Organisation, the books used are those prepared for the national Post-Literacy activities.

There is need, however, to strengthen the coordination mechanism in the aspects of preparation of materials and book production. The fact is that there is quite a number of reading materials produced by various organizations like the Ministry of Agriculture, Ministry of Health, Nutrition Centre and others. Most of the produced materials are directed to the rural areas where most of the new literates live, but they have not been coordinated enough for the purpose of satisfying Post-Literacy needs and lifelong education, especially when one considers the readability and style of the materials in relation to the new literates. Once the production of reading materials is coordinated enough, the available produced materials should be channeled to the existing rural libraries to strengthen them as integrated education centres which can offer reading materials not only for the new literates but for other people, they include for example, rural workers like teachers, extension officers, school leavers and others.

5. TRAINING OF PERSONNEL

Various national institutions are utilized in training adult education personnel.

5.1. The Kivukoni Ideological College

Adult education coordinators are recruited from existing teachers in primary schools and colleges. When the campaign started, the first regional and district coordinators were trained at the Kivukoni Ideological College for three months. The course was conducted by the Institute of Adult Education, the Kivukoni Ideological College and the Ministry of Education. The course covered the history, philosophy, methodology and organization of adult education.

5.2. Institute of Adult Education

The Institute of Adult Education offers full-time training in adult education. Most of the adult education coordinators at the regions and districts have achieved diplomas in adult education offered at the Institute.

5.3. Colleges of Education

The Directorate of Teacher Training in the Ministry of Education is responsible for training teachers for Primary and Secondary Schools. Adult education methodology is one of the subjects taught at Teacher Training Colleges for reasons that most of trained teachers together with their duty to teach pupils they also participate in teaching adults in literacy and Post-Literacy classes.

Teacher training colleges, secondary schools and headteachers of primary schools are responsible for teaching and coordinating adult education activities around their areas. On the other hand, divisional and ward adult education coordinators were used to supervise 40,000 standard seven learners who were trained as teachers for primary school through correspondence education. This was a crash programme which started in 1976/77 to train teachers for Universal Primary Education.

Therefore, linkage of formal and non-formal education exists at the level of the Ministry of Education, at regional level, at district and ward level and also in colleges and schools.

5.4. The University

The University of Dar es Salaam offers degree courses in adult education - 15-20 students graduate from the university every year and they are absorbed as adult education personnel, also in secondary schools, teachers colleges and Folk Development Colleges.

5.5. Dar es Salaam School of Journalism

The school of journalism offers long and short courses for adult education rural newspaper editors. There are seven rural newspapers in mainland Tanzania and one in Zanzibar. Every zone has an editor who has been trained by the Dar es Salaam School of Journalism.

5.6. Regional Training Teams

There is a permanent training team in every region whose task is to train literacy teachers. The training team consists of members from various organizations such as the regional adult education coordinator, cooperative officers, adult education tutors from colleges of education, agricultural officers, secondary school teacher, institute of adult education, national service leader. Likewise each district and ward has a permanent training team for literacy teachers.

6. SUPPORTING PROGRAMMES

A series of supporting programmes and activities were established to promote literacy and also to support life-long education.

6.1. Rural Newspapers

Seven rural newspapers have been established in seven zones of mainland Tanzania and one newspaper for Zanzibar. The names of the newspapers are:

- Jiendeleze (continue learning) for the Eastern zone with its centre in Morogoro. The paper serves three regions: Morogoro, Pwani and Dar es Salaam

- Tujielimishe (let's educate ourselves). The paper serves the northern zone with the centre in Moshi. The regions covered are Kilimanjaro, Tanga and Arusha.

- Tujifunze (let us learn). The paper serves the southern zone and its centre is in Songea. It covers Ruvuma, Mtwara and Lindi regions.

- Nuru Yetu (our light). It serves the southern Highland zone and its centre is in Mbeya. It covers Mbeya, Iringa and Rukwa regions.

- Elimu Yetu (our education). The paper serves the central zone and it covers Dodoma and Singida regions. Its centre is Dodoma.

- Elimu ni Bahari (Education is like an ocean). It serves the Western zone and it covers Tabora, and Kigoma regions. Its centre is in Tabora.

- Jipatie Maarifa (acquire knowledge). The newspaper serves the Islands of Zanzibar and Pemba. Its centre is in Zanzibar Town.

Generally the objectives of the rural newspapers are:

1. To ensure continuing education for the rural population.
2. To keep the rural population informed regularly of local, regional, and national events.
3. To provide readers with practical information to improve cultural techniques, health, economic and social conditions.
4. To encourage the habit of newspapers reading.
5. To initiate the establishment of a decentralized local press and help the rural population to learn to express itself through the press.
6. To ensure participation of the readers in the process of economic and social development.
7. To provide an instrument for dialogue between the administration and the rural development.
8. To contribute to the development of national language, culture and tradition.

One of the characteristics of a rural newspaper in the Tanzanian context is that it focusses its attention to the local community it serves concerning its development affairs. The paper is relevant to the community it serves in terms of helping to bring awareness to the people. There is therefore an integration of the paper and the community needs. The paper is also linked to the promotion of literacy skills, technically it has been designed in such a way that the new literates can master it.

The paper includes also national and international news which a reporter gets from Radio Tanzania news and the national newspapers through informal linkage mechanisms.

Problems of integration have, however, been sighted which are caused by the fact that a zonal newspaper serves a very wide area (an average of three regions) which have some climatic, socio-economic and cultural differences. There are transport problems as well, which prohibit efforts to collect news from the local level and also sometimes make it difficult for news from the local level and also sometimes make it difficult for news collected at local levels to reach the press centre in time. Under such situations integration is done under very difficult conditions. There is need in future to have more localised rural newspapers down to village level (depending on the availability of the necessary facilities) which will help to integrate the newspaper with the whole development system of the village.

On the other hand the zonal newspapers have been a very useful communication link between the people and the government. This is done through some copies of newspapers which are read by different authorities at the regions, districts and villages. The authorities then get information from the villages while also the authorities contribute information to the newspapers meant for village consumption. A two-way communication link is therefore developed.

The last page of the paper gives some technical information on agriculture, health, crafts, and others which reinforce the Post-Literacy programmes. A linkage mechanism between Post-Literacy programmes and the newspaper exists.

There is cooperation with the Dar es Salaam School of Journalism which trains rural newspaper editors and assistant editors through a two-years diploma course and also short courses representatives of the national newspapers are usually invited to attend annual conferences organized by the Ministry of Education for the rural newspaper editors.

6.2. Radio Education

Radio programmes are prepared at the Literacy Centre Mwanza, and also at the Ministry Headquarters in Dar es Salaam. The general aims of radio education programmes is to support literacy programmes, to motivate the learners and an inservice training of the literacy teachers. About 7.000 radio sets have been distributed to the radio listening groups. However, some of the radios are now out of order. Each period is broadcast two times a week.

The Ministry of Education cooperates with Radio Tanzania and other institutions and departments in the ministry and works out timetables, and selects topics for the coming programmes. Within the Ministry there is a mass media committee which is chaired by the Commissioner of Education. The function of the committee is to link radio programmes for schools and for adult education.

6.3. Film Education

The Audio-Visual Institute provides short courses of about two weeks to audio-visual coordinators who exist at regional and district levels. The coordinators together with other duties operate film vans which were distributed to all regions. Films are obtained from Tanzania Film Company Library. Together with training the Audio-Visual Institute in cooperation with the Directorate of Adult Education have been shooting some adult education films to be used as support programmes for literacy and Post-Literacy education.

6.4. Rural Libraries

There is at least one library in every ward and in some villages. Every library has a librarian who is trained through short courses. The Tanzania Library Service cooperates with the Ministry of Education to train the librarians. The existing coordinator of rural libraries at the Directorate is an employee of the Tanzania Library Service and he has been seconded to the Directorate of Adult Education as an adviser of rural library service.

The aim of establishing rural libraries in Tanzania has been to provide reading materials for the new literates, but more than that, a rural library is an education centre which can play a significant role in human development.

Each ward library has about 400 book titles of two books per title, the aim is to have at least 500 book titles of two books each. The books are of various types giving individuals an opportunity to learn more by themselves for self-directed needs. This helps to maintain people's intellectual powers, which is essential for participation in development.

The fact that a rural library is the rightful place for housing books and other printed materials, there is need therefore to strengthen coordination and cooperation with other organizations which distribute books and other printed materials so that they can all be housed in rural libraries especially if the materials are meant for rural consumption.

6.5. Work Oriented Projects

These cover agriculture, home economics and crafts and they were established at divisional level. The aims of the projects are to support the functional literacy programme so that learning becomes more practical. The project centres have been supplied with some of the necessary facilities like ploughs, carpentry equipments, sewing machines and others.

The present revised Post-Literacy curriculum in Tanzania puts more emphasis in practicals than theory. For this reason, the Ministry of Education has seen the need to strengthen the existing work oriented centres and to create new ones wherever possible. This means that cooperation and coordination with other ministries and organizations is essential in the whole process of planning, implementation and evaluation of the Post-Literacy programmes. Sharing of resources is very important such as the use of extension officers, of instructors for Post-Literacy programmes and the sharing of different facilities. Some of the voluntary teachers who are mainly class seven (primary school) leavers cannot manage the Post-Literacy curriculum. The curriculum also requires different specialists as instructors due to its deversification.

6.6. Folk Development Colleges

Folk Development Colleges are rural training institutions for adult learners. There are about 52 colleges. The colleges train people in different specializations such as agriculture, home economics, book-keeping, economics, crafts, culture and others.

Programmes cater for a range of participants to include the new literates, rural workers and others. Folk Development Colleges therefore provide an opportunity for literacy graduates as well as other nonformal groups. They are also used as centres for short courses for adult education personnel like rural librarians, adult education coordinators of all levels, also for radio discussion groups, literacy teachers and others. The colleges therefore provide a good linkage with literacy and Post-Literacy activities. There is also horizontal coordination between the college and adult education coordinators and other regional, district and ward level authorities concerned with rural development.

Every college has an advisory board established by an Act of Parliament. The chairman of the board is the district commissioner and members of the board include members of Parliament of the District, District Education Officer and other ten members elected from the District Development Planning Committee. Authorities at the operational level have therefore been given power to discuss on how the college should operate to meet their local needs.

At the national level there is a national coordinating committee which has members from different ministries. The Chairman of the committee is the Director of Adult Education. The function of the committee is to coordinate different training programmes offered at the colleges for a particular year. The committee works on a system of utilization of the colleges by different ministries. Courses at the Folk Development Colleges are therefore well integrated to cater for different needs of the people in the rural areas and it has been possible through interministerial cooperation.

7. INTERNATIONAL COOPERATION

The success of literacy activities in Tanzania has depended very much on the Party and the Government which have been the driving force. But at the same time cooperation with different international organizations has been one of the contributing factors in strengthening literacy activities.

Cooperation has been in terms of expertise, financial aid and donation of some equipments and materials.

Tanzania has also been learning from the experience of other countries through international seminars, workshops and visits to different countries.

SUMMARY AND CONCLUSIONS

Education is one of the factors contributing to development, but development is viewed as interdisciplinary and multisectoral, for that reason integration should be the key word for Post-Literacy. Integration on the other hand cannot succeed without creating some relationship mechanism. There is therefore interdependence between integration, cooperation and coordination.

Experience in Tanzania has shown that some integration exists in Post-Literacy education. However, cooperation and coordination have not been exhausted enough, there is need therefore to strengthen coordination and cooperation with other government and non-government organisations – for better integration of Post-Literacy activities.

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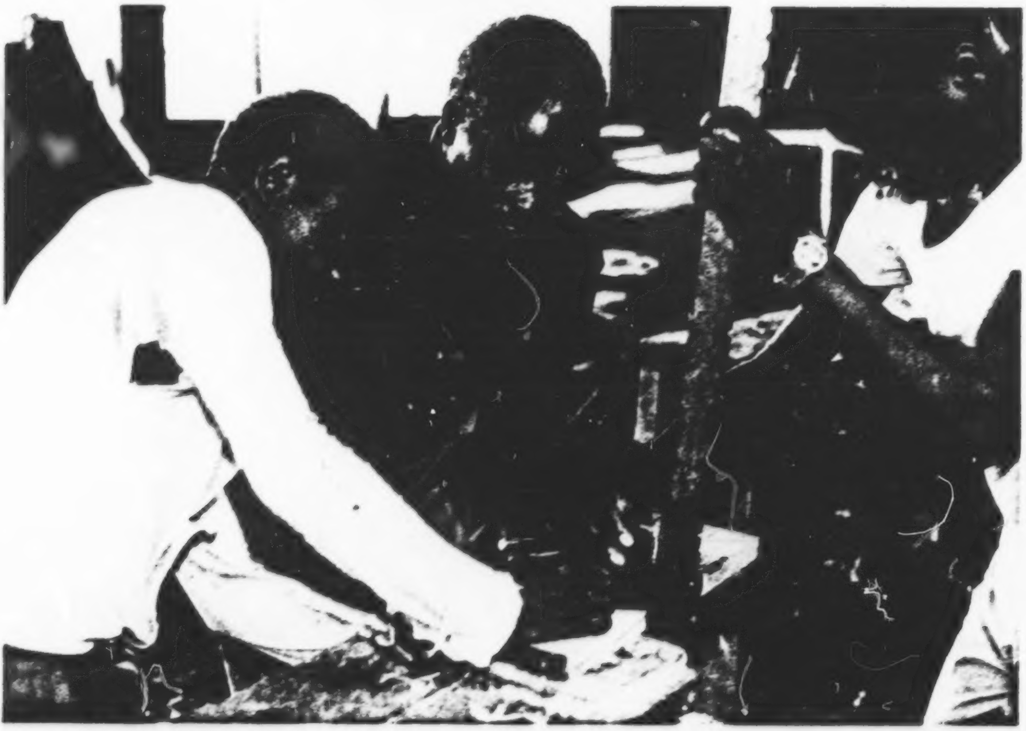
In the carpentry workshop of
Kibaha Folk Development College



3. Jumanne M. Mayoka: The Revised Post-Literacy Curriculum

II.3. THE REVISED POST-LITERACY CURRICULUM

by Jumanne M. Mayoka, Chief Coordinator Curriculum and Materials Development, Department of Adult Education, Ministry of Education

1. THE POST-LITERACY PROGRAMME: WHY

Post-literacy has recently acquired much prominence which is the result of efforts being made to eradicate illiteracy. After learners have acquired basic reading, writing and numeracy skills, they need more facilities to help them retain and improve their literacy skills and eventually create a literacy environment. Post-literacy is a stage whereby new readers are engaged in a process of reading to learn in order to improve their living conditions, it is part of a life-long education. In defining post-literacy Dave et al. say:

> Post-literacy is an integrating learning process to assist literates to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their basic needs, and permit them to continue education through a self-directed process for the improvement of their quality of life (personal and societal).[1]

In Tanzania post-literacy programmes started after the literacy campaign. At this time one important question arose: After literacy what? The answer to this question was: Provide more literacy to adult men and women who after acquiring literacy skills want to accumulate knowledge and information through print and non-print media. They want to read and learn more on agriculture, health, nutrition, crafts, childcare etc. Thus they are new literates who need post-literacy education.

The present post-literacy curriculum became operational in 1978 - three years after the literacy campaign. At this time the average yearly population increase was 3.2 per cent: life expectation at birth was 44 years; the crude birth rate was 49 per 1000 inhabitants; the crude death rate was 19 per 1000 inhabitants; infant mortality rate stood at 137 per 1000 born children and the income per capita was sh. 1200/= and 95 per cent of the inhabitants being subsistance farmers.

2. THE CLIENTELE

The clientele of the post-literacy curriculum is drawn mostly from those who graduated from the 1970-75 literacy campaign and other national literacy tests. The first literacy tests were carried out in 1975 and results revealed that the rate of illiteracy was reduced from 67 per cent (1967) to 39 per cent. The second literacy test was conducted in 1977 and results showed that illiteracy rate had gone down to 27 per cent while the third national literacy test indicated that illiteracy rate stood at 21 per cent. The 1983 tests were even more encouraging for their results tell us that the country remains with an illiteracy rate of 15 per cent which will have to be wiped out by 1987.

According to the Tanzanian concept of Post-Literacy, learners can be categorised as follows:

2.1. Functional Literacy Graduands

Those who have passed level IV and their qualifications are stated as thus:

A person who continuously uses the acquired literacy skills. Such a person should have qualified level III and should be able to read and write messages: be able to read a newspaper (for example, Uhuru Mfanyakazi, Kiongozi, Ukulima wa Kisasa, Elimu Haina Mwisho, Tujielimishe etc) to keep up with current happenings and obtain information, be able to read "How to do it yourself" books, little books on better living, better food, better ways of farming etc. and be able to keep records and solve simple arithmetic problems. He should also be able to keep a simple book of accounts on income and expenditure.[2]

2.2. School Leavers

The post-literacy curriculum in Tanzania is very wide in its coverage and methods used are varied. Because of its capacity and its broad nature of including almost anything other than formal education of children, post-literacy programmes include school leavers due to economic reasons. President Nyerere puts it more clearly by stating that:

> It is only a few who have the chance of going to secondary schools, and quite soon only a proportion of these who will have an opportunity of going to university, even if they benefit from doing so. These are economicfacts of life of our country. They are a practical reason for our poverty. The only choice before us is how to allocate the educational opportunities, and whether we emphasize the individual interests of the few or whether we design our educational system to serve the community as a whole. And for a socialist state only the latter is really possible.[3]

Apart from economic reasons the importance of including youths in the post-literacy curriculum cannot be over-emphasized for it makes them fully participate in decision-making and work hand in hand with their parents to develop their Ujamaa Villages. Through participating in the post-literacy programmes the rural-urban influx is reduced and thus social and economic problems of youths experienced in other urban areas are brought to a minimum. Youths become productive.

2.3. Rural and Urban Employees

The development of rural and urban areas depends on the education and competence of its change agents and other workers. The Post-Literacy curriculum is designed in such a way that suits workers so that they improve their vocational skills and efficiency. Such programmes are termed as workers education which is part of a life-long educational process and aims at compensating the consequences of the restricted, highly institutionalized formal system of education. Through Post-Literacy programmes rural and urban workers are helped to meet their individual and occupational needs and ambitions, such as vertical and horizontal mobility in work.

In order to integrate effectively work and education the government issued a directive which says:

> "Workers' education should be conducted during normal working hours everyday but institutions are at liberty to use any other time, both outside normal working hours and in addition to the one hour per day for workers' education activities, so long as such liberty does not reduce production and efficiency of the factory or office and is reached by consensus of workers' committees on education."[4]

The government further emphasized that

> " All workers must attend classes recognized by their institutions as part of their duties. Any worker who fails to attend these classes without a valid reason will be regarded as absent from work and disciplinary action will be taken against him. This will also be applicable to any workers assigned to teach in these classes."[5]

The development of adult education activities get support from all government functionaries and the ruling party Chama Cha Mapinduzi. The architect behind this effort is Mwalimu Julius Nyerere. In his speech celebrating ten years of independence Mwalimu Nyerere made clear the relationship of work and adult education:

> "Just as work is part of eduction so is learning a necessary part of working and learning must become an integral part of working and people must learn where they work. It is, therefore, essential that work places beocme learning places of education as well as of work. If we are to make real progress in adult education it is as essential that we should stop trying to divide up life into two sections, one of which is for education and another, a longer one, which is for work with occational time for "courses". In a country dedicated to change we must accept that education and working are both parts of living and should continue from birth until we die."[6]

2.4. Rural and Urban Women

The importance of women in participating in daily social, cultural, economic and political activities is well emphasized by the ruling party Chama Cha Mapinduzi and, therefore, the Post-Literacy Curriculum includes women in its programmes. The Post-Literacy Curriculum would treat women badly, if it had the ideas of Xenophon who lived twenty centuries ago and said:

> "The gods created women for the discharge of duties inside the home, and men for all other. It behoves women to remain within the home and it ill becomes them to hang about outside."[7]

This idea is strongly discouraged by the Post-Literacy Curriculum so that women are provided with skills that would enable them effectively to participate in socio-economic development in their villages and work place. Additionally, the nature of our economy depends on women as producers. Beatrice Paolucci et al. observed that "between 40 and 70 per cent of the agricultural labour force in Africa are women."[8] Further, Tweedie notes that "women constitute half of the world population, perform nearly two thirds of its work hours, receive one tenth of the world's income and own less than one hundredth of the world's property."[9] In Tanzania women outnumber men at the ratio of 2:1 and most of them live in rural areas where they do most of the agricultural and domestic work, childcare, milling grain, food preparation, fetching water and gathering firewood etc.

The Post-Literacy Curriculum notes that Tanzanian women are confronted with ignorance of modern agricultural skills, techniques of improving family diet and better methods of house-keeping. Consequently, their income is extremely low. They are of ill health due to lack of sanitation, hygiene and nutrition knowledge. The Party believes that "all human beings are equal."[10] If women are properly educated, their status and role will be improved.

2.5. Special Groups

The disabled persons have an important role to play in national development. Thus, they have to be equipped with relevant techniques and skills to enable them to perform their duties effectively. Research has shown that there are 258.245 disabled persons in the country. Out of these 128.209 are illiterates, 14.324 participate in functional literacy classes and 115.712 have formal education and thus need special adult education facilities to learn various social and technical skills so as to improve their living conditions.

There are nine types of disabled persons in Tanzania. These are:

- the blind,
- the deaf,
- the dumb,
- the crippled,

- deformed persons eg. lepers, paralyzed persons etc,
- mentally retarded persons,
- albinos,
- lunatics and,
- a combination of disabilities.

The Post-Literacy Curriculum includes the provision of special education so that every adult in the country becomes productive and enables the country to become self-sufficient and self-reliant.

3. THE POST-LITERACY CURRICULUM

Many developing countries find themselves trapped in the problem of Post-Literacy work. This problem emerges from the efforts of providing literacy skills to their adults who were deprived of basic formal education. After adults have acquired literacy skills, governments do not design follow-up programmes that would equip men and women with more literacy, social and technical skills. Consequently, they relapse into illiteracy. Tanzania tries to avoid this danger by designing the Post-Literacy Curriculum.

3.1. Curriculum Objectives

Developing countries have goals and aspirations which differ from one another. But most of their goals and objectives are addressed to social, economic, ideological, and cultural development. The national objectives of Tanzania are to build a socialist, self-reliant agrarian state.

Thus the Post-Literacy Curriculum in Tanzania is designed to bear in mind national goals and needs, community and individual needs and aspirations. In this case the broad objectives of the post-literacy curriculum are as follows:

(i) The Post-Literacy Curriculum should be work oriented and thus must enable adult learners to acquire knowledge and skills which they need for performing their daily work and for solving their daily problems so that they eventually become self-reliant. The Post-Literacy Curriculum is expected to enable adult learners to improve their knowledge of Kiswahili reading, writing and arithmetic skills so that they eventually become self-reliant in searching for further knowledge/education.

(ii) To discover and develop practical and effective teaching and learning environments for the implementation of an agrarian oriented society which can evaluate on a scientific and continuing basis the results of its own activities and for the provision of realistic information and guidance for Post-Literacy programmes.

(iii) To give learners an opportunity to express themselves thus contributing to the total transformation of the society through a more active participation in economic, social, cultural and ideological life.

(iv) The Post-Literacy Curriculum is considered not only as a means of retaining literacy skills, but over and above that, it is a means of giving the Post-Literacy learner an adequate out-look on his environment so that he may acquire more knowledge creatively in all aspects of life, thus opening up new horizons.

(v) To cultivate among Post-Literacy learners permanent reading culture for reading to learn under institutional structures which promote learning habits.

(vi) To liberate women and men from the yoke of economic, political, social and cultural exploitation which is being manoeuvred through unequal ownership of means of production, distribution and exchange.

(vii) The Post-Literacy Curriculum is considered as a part and parcel of the nation's plans in every socio-economic formation and, therefore, make the learners aware of the national goals, policies and ideology so that they can accelerate them.

The specific objectives of the curriculum are as follows:

(i) To enable literacy graduates to maintain and enhance their knowledge of functional literacy skills acquired through the literacy campaign.

(ii) To enable literacy graduates to understand the mechanisms of certain simple technical operations on carpentry, tinsmithery, masonry, elementary mechanics and home economics and agriculture which are needed in their day-to-day lives.

(iii) To enable literacy graduates to widen their theoretical and practical knowledge on agriculture and animal husbandry, home economis and health, crafts and elementary mechanisms.

(iv) To enable them to widen their knowledge of Kiswahili and improve their ability of both oral and written expression.

(v) To enable them to acquire the habit of continuous learning and an inquiring mind so that they can use the existing post-literacy facilities to acquire permanent literacy.

(vi) To enable them to relate and widen their knowledge on political education, history, geography, national economics, mathematics with their subject biases.

(vii) To enable them to participate effectively in planning and implementation of development activities in their areas.

From the above mentioned broad and specific objectives the Post-Literacy Curriculum is work oriented and aims at bringing about planned change by changing learners' attitudes, norms, behaviour and feelings and imparting to them technical and vocational skills which they could use to improve their living conditions. The Curriculum meets the felt needs of both nation and learners. However, before we continue to discuss about the Tanzanian Post-Literacy Curriculum, let us first put clear the term curriculum.

Several people have contributed to what curriculum development means. Bhola, for example, says:

> "Curriculum development means the process of designing curricula for the post-literacy stages within the context of a national programme in a country, we will have to know what the requirements are. Those requirements, on the one hand, will have project national needs, and on the other hand, will have to satisfy the social, economic, political and educational aspirations of different clients and constitutencies."[11]

And Arieh Lewy stresses that

> "the term has been broadened to encompass detailed plans of students' activities, a variety of study materials, suggestions for learning strategies, arrangements for putting the programme into use etc."[12]

If we look at both definitions we find out that the curriculum must be learner-centred, must develop man. The Post-Literacy Curriculum must change Tanzanians into producers and not only consumers, the Curriculum must make them politically aware, liberated and self-actualized persons so that they may participate, without fear, in decision-making and implementation of development plans in their villages and work places. The Party Guidelines emphasize:

> "For people who have been slaves or have been oppressed, exploited and humiliated by colonialism or capitalism,'development'means 'liberation'. Any action that gives them more, say, in determining their affairs and running their lives is one of development, even if it does not offer them better health or more bread. Any action that reduces their, say, determining their own affairs or ruling their own lives is not development and retards them even if the action brings them a little better health and a little more bread."[13]

3.2. Curriculum Contents and Levels

We have so far seen the Post-Literacy clientele, their problems and aspirations. We have also seen the Post-Literacy Curriculum objectives. Let us now see what our adult learners are taught. What is the level of the curriculum content? What will our adult men and women experience etc?

However, before we answer the above mentioned question let us first put clear that Tanzania's first Post-Literacy Curriculum became operational in 1978. This Curriculum was divided into three levels - level five, six and seven of the total Literacy and Post-Literacy programme. There were eleven subjects each with a learners' book and teachers' guide. Subjects were divided into three categories:

Compulsory subjects:

(i) Kiswahili
(ii) Mathematics
(iii) Political Education
(iv) Agriculture.

Subjects for special centres:

(i) Crafts
(ii) Home Economics
(iii) Agriculture

Optional subjects:

(i) Political Economy
(ii) History
(iii) Geography
(iv) Health Education
(v) English

This Post-Literacy Curriculum is now being phased out due to the following reasons:

- The Curriculum is not work-oriented and thus does not meet the national, community and individual needs.

- The Curriculum content is academic-oriented and subject-centred, it is not learner-centred.

- The Curriculum is above the level of understanding of the learner

- The books used for Post-Literacy do not show the difference in progress between adult learners in level five and those in level six or seven.

- There is a big gap in level of contents between the Functional Literacy Curriculum and the Post-Literacy Curriculum

- The levels V-VII are confusing and make adults compare their levels with standard V-VII used in the formal education system.

The new Post-Literacy Curriculum tries to correct the above mentioned short-comings experienced in the old curriculum. The new Post-Literacy Curriculum grades Post-Literacy learners in three levels of competency. These are:

- lower levels
- intermediate levels and
- higher levels.

Now let's answer the remaining two questions: What will adults be taught, what will they experience?

In the case of a developing country like Tanzania the curriculum content for Post-Literacy learners can be selected to embrace two major groups of adult learners. These are peasants and workers. If the content is carefully selected, it can equally meet the needs of other subgroups, such as women, youths, and special groups, be they in the rural or in the urban areas, for felt needs in developing countries are more or less the same. The most important point here is that the content must reflect both the general knowledge that cuts across the whole nation and the speccialized knowledge that is centred around specific environments. The curriculum content explicitly reflects the policy of Ujama and rural development. Thus, according to Bhola the Curriculum for Post-Literacy "moves from Development to Education ... from the world of Development Objectives to Educational Objectives, from Developmental Strategies to Educational Strategies."[14] Hence, Post-Literacy learners are taught better methods of improving their living conditions. They, therefore, learn better methods of growing food and cash crops, fisheries, animal husbandry, home economics, health , handicrafts, elementary mechanics etc. In order to enrich their knowledge and awareness the curriculum integrates subjects like Kiswahili, mathematics, political education, history, geography etc. depending on the subjects and topics that are taught.

In a nutshell the curriculum content is divided into the following three subject biases:

3.2.1. Crafts

Post-Literacy learners who will go through this bias will be able to learn about carpentry, masonry, elementary mechanics, electrical installation, plumbing, leather work and painting.

The aims of this subject bias are as follows:

(i) To enable adult learners to acquire technical skills to the level whereby they will be able to make for themselves various tools, furniture and implements which are mostly needed for masonry, domestics, agricultural and animal husbandry purposes.

(ii) To impart to them technical skills that will enable them to become self-reliant in repairing their tools, furniture and implements which they use in their daily lives.

(iii) To impart to them knowledge and skills which will enable them to become self-reliant in establishing handicrafts projects in their villages according to the national policy on cooperatives and small industries.

(iv) To cultivate among Post-Literacy learners an inquiring mind, the habit of applying new knowledge and discovering new technology.

After successful completion of the three levels learners are expected to qualify as technicians grade III.

3.2.2. Agriculture and Animal Husbandry

In this bias adult men and women will learn about better methods of growing food and cash crops and forest production. In animal husbandry they will learn about modern techniques of cattle keeping , goats and sheep rearing, piggery, rabbit keeping, fish keeping, bee-keeping, poultry keeping etc. They will also learn about forestry and forest products.

The aims of this subject bias are:

(i) To give the adult learners better methods in agriculture and animal husbandry which will change their attitudes. They will stop using inferior traditional agricultural and animal husbandry methods and apply modern methods instead.

(ii) To develop the adult learner to the level whereby he/she will become a progressive farmer who can practically use modern farming implements and better methods of animal husbandry.

(iii) To develop the adult learner to the level of a progressive farmer who can detect or understand basic problems which can retard the development of agriculture and animal husbandry and apply new scientific technology to solve his/her problems.

(iv) To impart knowledge and skills to adult learners which will enable them to establish medium income-generating agricultural and animal husbandry projects.

3.2.3. Home Economics and Health

The home economics and health bias will include the following disciplines: health education, food and nutrition, mother and childcare, tailoring, pottery, weaving, knitting, gardening, small animal and poultry keeping.

The aims of home economics and health education bias are:

(i) to enable adult learners to improve their health conditions and that of their families and of the community in general.

(ii) To enable learners to know about different kinds of diseases, their symptoms, their effects and methods of prevention.

(iii) To enable learners to know the meaning of a balanced diet, its advantages, the effects of less or lack of a balanced diet, methods of getting and preparing a balanced diet.

(iv) To enable adult learners to know how to get vegetables and fruits by cultivating their own gardens and orchards and by keeping small animals and birds and hence to improve their health and economic condition of their family and the nation as a whole.

(v) To enable learners to know how to make their own clothes and to know how to repair or mend them.

(vi) To enable adult learners to know how to make different types of clothes for the community and how to repair or mend them.

(vii) To enable adult learners to acquire the skills of knitting, weaving, pottery and to make different types of things for domestic use.

(viii) To impart to the learners knowledge and skills which will enable them to establish medium income-generating home economics projects.

3.3. Teaching-Learning Strategies

Post-Literacy, as it has been known, must be linked with economic, social, cultural and political activities. It is part of the whole educational plan so that neo-literates become active members of the newly literate community. If the curriculum is to meet its objectives, there must be clearly designed teaching-learning strategies. The term strategy which is a military term is digested by Bhola as:

> "... The science and art of conducting a military campaign on a broad scale and in such a way as to put the enemy to the greatest disadvantage. The enemy in our case is ignorance, ill-health and hunger. The theatre of war is the bush, the village of the community where the underprivileged live. Educators are our generals, and field workers our soldiers of peace or soldiers of wisdom- books, primers, charts, film projectors, chalk, boards are our armaments."[15]

Strategies is the manipulation of methods, materials and settings.

3.3.1. Methods

In teaching Post-Literacy classes, teachers employ a variety of methods in teaching certain skills or request learners to perform sequential activities for learning one or different sections of the programme. Usually, post-literacy teaching methods require facilitators to be flexible. However, before chosing the method the facilitator must know the aim and objectives of what he is going to facilitate; he must know the number of learners in the class, their level of knowledge, where the class will be held and the learners' cultural milieu. In the Post-Literacy Curriculum the following methods are recommended:

(i) Individual teaching:

This method is used for imparting knowledge to adult learners who have different learning abilities and who sometimes live in different places. For instance, correspondence education, technical education or training for special groups e.g. blind adult.

(ii) Group teaching:

Is used when adult learners have the same learning abilities, have similar aspirations and follow a similar curriculum content. What is important is that the number of participants must be manageable by the facilitator. The group must come from the same area.

(iii) Mass training:

This method is used, if the curriculum content is aimed at solving community or national problems. For isntance, mass campaigns like 'Chakula ni Uhai' or 'Mtu ni Afya'. This method is an integration of individual teaching and group teaching by practicals.

(iv) Lectures and public addresses:

Usually, this method is used, when a politician is invited to present a certain political topic or issue to the class, group or village. Other experts also use this method. Learners are allowed to ask questions.

(v) Group discussions:

Through experience we have realised that the group discussion method is very effective in teaching adults who have a common interest and objective. They get together and exchange their views, ideas, experiences and feelings. In certain issues they reach consensus of how to solve a common problem. Each discussion group has a chairman, a secretary and a facilitator.

(vi) Demonstrations:

Mostly used by home economics and agriculture and animal husbandry facilitators. Demonstrations show how to do something step by step. A good demonstration is usually accompanied with illustrations, typical examples, oral or written questions and practicals.

(vii) Executions:

Executions are used when learners want to see the real thing which is at a distant place. During the execution learners observe and get necessary information about the subject. After the execution they discuss about what they observed, and write a report about the execution.

(viii) Games:

Games are used to supplement teaching strategies of other types. The method is suitable to adults because they feel it to be intrinsically rewarding. Games represent real life situations and make learners involve themselves in active participation. Thus game strategies include role playing and simulation.

3.3.2. Materials

Materials used in Post-Literacy are varied in nature. The different kinds of materials that are used in Post-Literacy include motivational materials, instructional materials, follow-up and reading materials, audio-visual materials and media soft-ware. I will discuss about these materials in detail in a separate paper.

3.4. Curriculum Implementation

Curriculum implementation is a very important stage. It is a stage of disseminating the curriculum content to learners. This means that all learning and teaching materials, tools and equipment must be well distributed to all Post-Literacy centres or classes before actual teaching begins. Teachers must be recruited, trained and allocated to classes. Additionally, administrative bodies must be established. Any irregularity may threaten the proper implementation of the curriculum. The following are major aspects of the implementation of the Post-Literacy Curriculum:

3.4.1. The Learning Setting

The learning setting in a Post-Literacy class is supposed to be of mutual relationship between the teacher or facilitator and the adult learner. Both should respect each other. No one is superior or inferior. The facilitator and the learners share their ideas, experiences, and feelings through discussion. Thus the roles of the facilitator and the learners are interchangeable. This relationship enables the learners to choose what to learn, where the learning process will take place and when.

Meaningful learning comes from intrinsic motivation. Adults learn with a purpose. They learn hard in order to solve their real life problems and expect immediate results. In order to make the learning setting effective a Post-Literacy class should not have more than 15 participants and a discussion group not less than five and not more than 15 members. Thus various learning materials are used, such as textbooks, newspapers, film, radio programmes and different methods like role play, simulation and games are applied. Poems, proverbs and story-telling are used to make learning interesting.

Post-Literacy classes are located in the following areas:

- in all primary and secondary schools,
- in teachers training colleges,
- in post-primary technical centres,
- in Folk Development Colleges,
- in vocational training centres,
- in community development centres,
- in material and childcare centres,
- in estates and training centres,
- in small industries development organization centres
- in institute of adult education centres,
- in military barracks and national services camps,
- in all religious centres,
- in home economics and handicrafts centres,
- in all work places including party branch offices.

Apart from the above mentioned places Post-Literacy classes are organized even under tree shades, balconies or in people's sitting rooms.

3.4.2. Teacher Training

Teachers for the Post-Literacy programme are of three categories:

(i) Teachers in schools and colleges. These teachers are drawn from primary schools, secondary schools, teachers' training colleges and Folk Development Colleges.

(ii) Voluntary teachers. Any person with knowledge of the subject who is interested in teaching adults. Above all he/she must be accepted by adult learners.

(iii) Rural and urban workers e.g. field extension workers, employees in offices, and industries. Since the three categories of teachers are not professionally trained as adult educators, a two weeks training course is normally organized to equip them with adult education methods. The content covers the following areas:

  (a) elementary adult psychology,
  (b) adult teaching methods,
  (c) knowledge of the materials content, information on how the materials were developed,
  (d) broad and specific objectives of the Post-Literacy Curriculum and the relationship between learning experiences and objectives,
  (e) the teachers' role in using the syllabus, textbooks, teachers' guides and demonstration manuals etc.,
  (f) principles of class organization and management and how to encourage teacher-learner interactions,
  (g) methods of monitoring learners' progress,
  (h) institutions which provide opportunities for continuing self-development.

3.4.3. Some Qualities of a Post-Literacy Teacher

When adults enrol in Post-Literacy classes, they expect to have teachers of a better quality than those they had in functional literacy classes. At this stage, they need teachers with a higher standard of education who can take them deeper in learning the subject matter, for they want to learn something new which can help them get the answers to their problems. They need a teacher who can lead them comfortably when they are discussing burning issues which are a barrier to their development. In this case Post-Literacy teachers must be carefully selected. The following are some of the qualities a Post-Literacy teacher must possess:

(i) He/she must be a person who is socially accepted by the community in which he teaches.

(ii) Must have enough knowledge of what he/she teaches.

(iii) Must have self-discipline and must respect adults.

(iv) Must be smart and hard-working.

(v) Must be interested in helping adults to learn.

(vi) Must be a good example to the community in searching for more knowledge and using the newly learned knowledge for self-development.

(vii) Must praise adults who do better and should not criticize publically adults who do not get right answers. He/she must be able to find a better way of helping them.

(viii) Must make adults know how they are progressing.

3.4.4. Adult Education Committees

Adult education activities cannot be successful without the assistance of adult education committees which are established from the grassroots level to the national level.

The committees are as follows:

(i) adult education class committee,
(ii) adult education centre committee,
(iii) the ward adult education committee,
(iv) the divisional adult education committee,
(v) the district adult education committee,
(vi) the regional adult education committee,
(vii) the national adult education advisory committee.

The committees at the centre level are established in primary and secondary schools, colleges, offices, villages etc. Committee members are drawn from various government ministries and non-government institutions. For instance, members at the ward level include:

(i) the Ward Party Secretary - Committee Chairman,
(ii) the Ward Party Chairman,
(iii) the Councellor,
(iv) the Ward Education Coordinator - Committee Secretary,
(v) Ward Extension Officers (agriculture, Ujamaa and cooperatives, health etc.),
(vi) one member from each of the party organizations at the ward level,
(vii) one member from each centre,
(viii) village managers.

At the regional level members include:

(i) the Regional Development Director,
(ii) the Regional Planning Officer,
(iii) the Regional Agricultural Officer,
(iv) the Regional Health Officer,
(v) the Regional Ujamaa and Cooperatives Officers,
(vi) the Regional Education Officer,
(vii) the Regional Adult Education Coordinator,
(viii) four members appointed by the chairman who is the Regional Party Chairman.

Some of the responsibilities of these committees are to plan and monitor the implementation of adult education activities, to establish and supervise adult education centres, to identify literacy and post-literacy learners and immigrants to the villages, to plan the strategies in mobilizing adult learners and teachers to attend classes, to supervise and approve the allocation of learners in their respective levels, to cooperate with permanent trainers teams in running seminars, to ensure the implementation of programmes of rural libraries and rural newspapers in their respective areas, to design timetables for Party and government leaders, to visit classes so as to encourage learners, to receive reports on adult education, to plan activities for the Adult Education Week. The committee at the class level meets once a fortnight, once a month at the centre and ward levels; quarterly at the divisional and district levels. The national advisory committee meets once a year.

3.4.5. Permanent Trainers Teams

The idea of establishing permanent trainers teams started in 1970 in the lake Victoria Zone where the then Tanzania - UNDP/UNESCO Functional Literacy Pilot Project was in operation. However, since 1972 Permanent Trainers Teams have been established in all regions and districts throughout Tanzania. Members of the Permanent Trainers Team are experts serving in various government ministries, such as education, health, agriculture, community development, local government and cooperatives etc. Public institutions also participate, for example, the Institute of Adult Education, the army and the national service etc. Each team has between 10 and 12 members.

The Regional Permanent Trainers Teams' members are selected by the Regional Adult Education Committee in collaboration with the Regional Adult Education Coordinator. Trainers' teams at the district, division and ward level are selected and trained by the Regional Permanent Trainers Teams.

All adult education coordinators are responsible in supervising and monitoring the activities of these teams in their respective areas of responsibilities.

Permanent Trainers Teams have the following responsibilities:

(i) To plan and prepare all the technical and training needs of adult education within their area of respnsibility.

(ii) To establish centres, classes and special centres according to the kind of training offered and to supervise the registration of adult learners.

(iii) To cooperate with adult education coordinators and various leaders in interviewing and selecting voluntary teachers so that they know suitable teachers to be trained and registered.

(iv) To train voluntary teachers and to organize refresher-courses for various groups of teachers engaged in teaching adults in different levels of the curriculum.

(v) To ensure that textbooks and other materials needed are available in every centre. To give advice on the production of books, teaching aids and the application of other Post-Literacy supporting materials, like radio, newspapers, film etc.

(vi) To organize all kinds of seminars and mass campaigns aimed at educating adults. For instance, seminars, mass campaigns, home economics, crafts, agriculture, political education etc. according to needs of their community.

(vii) To participate in workers education, in evening classes in cooperation with institutions within their regions and to mobilize and help correspondence education learners.

(viii) To attend political meetings addressed by leaders elaborating and guiding the masses in the implementation of various economic, political, social and cultural development activities.

3.4.6. Supporting Programmes

The Post-Literacy Curriculum becomes more successful, if there are supporting facilities which reinforce the programmes. The Tanzanian Post-Literacy Curriculum is supported by the following programmes:

(i) radio programmes
(ii) rural newspapers
(iii) film education
(iv) rural libraries
(v) adult education week
(vi) Folk Development Colleges.

Apart from these supporting programmes which are directly under the Ministry of Education, where the coordination of all adult education activities is carried out, there are other institutions involved. These are:

The National Literacy Centre:

- functional literacy skills
- Post-Literacy adult education
- research on literacy and Post-Literacy,
- functional literacy and Post-Literacy methods,
- training of teachers and administrators.

The Institute of Adult Education:

- Continuing education for primary and secondary school drop-outs,
- training at diploma level of administrators of adult education.

The University of Dar es Salaam:

- High level education for all those engaged in all sectors of development.

The Kivukoni College:

- Leadership training for all party and government officials, political education.

The Cooperative College:

- Cooperative education for all cooperative societies' workers and other members, farmers and Ujamaa village leaders.

Small Industries Development Organization (SIDO):

- Skills in intermediate technology.

JUWATA:

- Workers' education.

The National Service:

- Combat skills, technical skills, agricultural techniques, civics education.

4. FUTURE PLANS

It is planned that the new Post-Literacy Curriculum will be carried out in three phases. The lower levels will come into operation in the 1987/88 fiscal year. The intermediate levels will start to be implemented in 1988/89 and higher levels in 1990/91. During the course of implementation, six resource centres for Post-Literacy will be established and staffed with experts relevant to the centres' needs and objectives and will be stocked with necessary facilities. The planned resource centres will be as follows:

(a) The National Resource Centre for Literacy Research and Evaluation,

(b) The National Resource Centre for Crafts and Technological Development,

(c) The National Agricultural and Home Economics Resource Centre,

(d) The National Resource Centre for Rural Libraries,

(e) The National Literacy Audio-Visual Resource Centre,

(f) The National Resource Centre for Disabled Persons.

These resource centres will be established in Folk Development Colleges with the necessary facilities to make them effectively support the Post-Literacy Curriculum objectives.

5. CONCLUSION

We have observed that in order to improve the standard of life new literates need learning facilities and all possible assistance to bring about social and economic change in their villages and work places. The designed Post-Literacy Curriculum materials and programmes must be development oriented and more complex than the literacy campaign. The Curriculum must be deeper in content and must last longer in the process of transforming the society. The nature of the Post-Literacy Curriculum makes it hard to plan, hard to organize and to administer and it will be expensive to be implemented. For reading materials such as books and newspapers must be produced and distributed; libraries must be built and staffed; films must be shot or purchased; film vans and projectors must be in good working conditions; transportation for monitoring and administering programmes must be available and teachers must be trained. The Post-Literacy area needs a well-trained committed work force of adult educators to organize and motivate adult learners who are often suspicious of new innovations, physically weak, poorly fed and pressed hard by social and economic problems. Coordination and cooperation among government ministries and non-government institutions, which is the characteristic of adult education, must exist and function.

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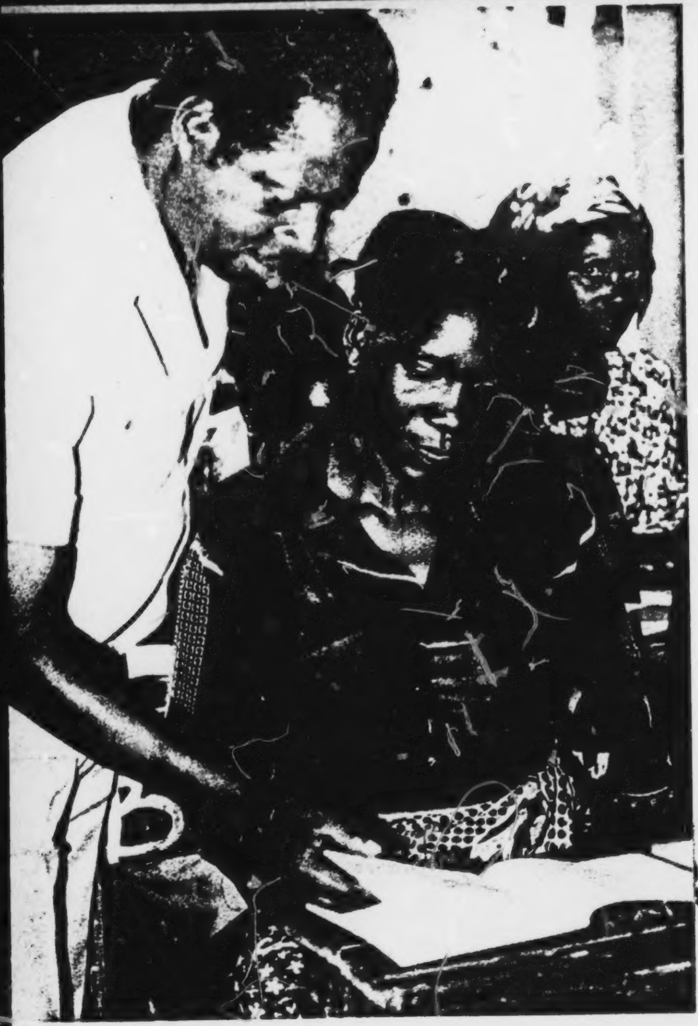


The necessary field experience.
Mr. J.M. Mayoka in a Post-Literacy class around Mwanza

Tinsmithery.
Demonstration in a Post-Literacy class

4. Jumanne M. Mayoka: The New Post-Literacy Curriculum Materials

II.4. THE NEW POST-LITERACY CURRICULUM MATERIALS

By Jumanne M. Mayoka, Chief Coordinator Curriculum and Materials Development, Department of Adult Education, Ministry of Education

INTRODUCTION

The process of producing work-oriented Post-Literacy materials is a task during the fulfillment of which many things must be considered. In designing the materials we must thoroughly understand the needs and wants of the national policies of socialism and self-reliance and the prevailing national political, economic, cultural, social and educational priorities. At the same time we must know the needs of both the community and the individual as elaborated in the curriculum. Thus, before we produce the materials we first study carefully the curriculum objectives, contents and the teaching and learning strategies. It is the curriculum objectives that determine the type and contents of the materials of the teaching and learning methods and of the educational strategies. To put it more explicitly, materials for a work-oriented Post-Literacy curriculum must reflect:

(a) national development objectives,

(b) national development strategies,

(c) educational objectives,

(d) educational strategies.

1. ANDRAGOGICAL OBJECTIVES OF THE MATERIALS

Work-oriented Post-Literacy materials, especially those of the new curriculum, are designed in such a way that emphasis is put on contents which take into account cognitive, affective and psychomotoric aspects.

Education is a tool that brings about change of attitudes, norms, values, feelings, behaviour etc. Development cannot be realised in any society if people's attitudes are negative towards development. Thus, work-oriented learning and teaching materials have contents which lead to attitudinal and behavioral change and develop adults' interest to learn new ideas, skills, innovations, and techniques of performing various social and economic activities, for example, they learn about the importance of using better agricultural techniques of selecting better seeds, of applying fertilizers or manure, of using insecticides; they get informed about early weeding, harvesting, marketing and better storage methods. Materials must also teach adults the importance of a better balanced diet, of the adoption of good eating habits; learners must be led to ignore taboos which lead to the poor feeding of children, of aged sick persons, of pregnant and lactating mothers.

Tanzania is a country that aspires socialism. Therefore, materials for Post-Literacy aim at making adults acquire certain values and creating their political awareness and their knowledge of national policies, their awareness of the dignity of man, of the importance of freedom, unity and equality. In addition to this, learners are taught the importance of cooperation, initiative, innovative and good citizenship so that they are ready to defend their country at any cost.

In order to make adults learn both theory and practice, materials include five core contents. These are the functional component, the rational component, the socio-economic component, the socio-cultural component and the written communication component. Thus, work-oriented materials help to solve learners' immediate problems and at the same time provide them with vocational knowledge and skills. After learning from the materials adults are able to act according to written instructions and to develop various skills which make them perform certain activities without difficulty. The materials develop learners' working efficiency.

However, this does not mean that if adults learn the above mentioned skills, they should concentrate in memorizing facts, for learning activities only enhance acquisition of values and growth of higher mental skills.

In the process of writing the materials, the information must be in a simple style that will enable adults to recall easily what they learned, because accumulation of knowledge is the ability to recall and comprehend what one has learned. Learners develop their ability to explain and summarize the information in their own words. They analyse what they are taught and criticize any weakness found in the information. Further, they develop their imaginative and creative abilities. But, these are not enough if the Post-Literacy materials do not develop adults' ability to read, write and do some arithmetic. Finally, after learning through the materials, adult learners develop their abilities to evaluate or judge the value of what they see, hear, do or feel.

In addition to andragogical objectives there are specific objectives of Post-Literacy materials. These are

(a) To strengthen and retain adults' reading, writing and arithmetic skills they acquired in the functional literacy programme.

(b) To impart to them various relevant technical skills such as carpentry, masonry, tinsmithery, basketry pottery etc. which are needed in daily economic activities and in the promotion of production and working efficiency.

(c) To change learners' attitudes, behaviour, values, norms and feelings in order to enable them to adopt new technological innovations.

(d) To enable them to implement practically the policy of Ujamaa and self-reliance by establishing co-operative societies etc.

2. PLANNING POST-LITERACY MATERIALS

The planning of work-oriented Post-Literacy materials means to interprete the syllabus and curriculum objectives in detail. For the content of the material must reflect and deal with specific objectives which are set according to national needs and the needs of the community and individual learners. The selected contents aim at satisfying socio-economic and educational aspirations of learners and at the same time help to solve their immediate problems.

Referring to the rural poor who are the majority in developing countries Abdun Noor explicitly says:

> "The poor ... rural peasants have an uncanny ability to descern what kind of knowledge will meet their critical needs and what will not. Hence they desire learning materials that will allow a rational use of their coherent economic functioning and decision making, and correspond to their varying needs at different stages of adult life".

Therefore, the planners of Post-Literacy materials in Tanzania

(a) Study the environment very closely and identify the needs of the learners especially their social habits, attitudes, values, behaviour and aspirations.

(b) Identify problems and issues that may impede or assist the process of economic and social development. Most importantly planners discuss their observations with the National Post-Literacy Curriculum Panel members who come from various ministries and institutions to ascertain that all conclusions made are correct.

(c) Design the educational content based on the findings which are the felt needs of the nation, the community and individual persons.

The curriculum developers panel makes sure that:

(a) The subject matter contains what is fundamental to the subject that is treated.

(b) The subject matter contributes to learners' education, e.g. improvement in reading, writing, numeracy and other technical and vocational skills.

(c) The subject matter helps learners to understand scientifically the world around them and leads them to practical life.

(d) The form of written printed material is varied, e.g.story, dialogue, drama, novellete, poem, folk-form, comic book, do it yourself book etc.

(e) The structural plan and the collection of reference materials is prepared : tentative outline of chapters, number of pages, knowing about subject area from various sources etc.

3. THE STRUCTURE AND PRESENTATION OF THE MATERIALS

Curriculum developers design the structure of the text matter in collaboration with subject experts,methodologists, linguists and artists. The presentation of the subject matter in good order with andragogic skills makes teaching and learning easier. In the process of writing the contents is split into smaller units. Writers keep in mind the relevance of what they are writing for new readers. They distinguish (a) what must be known (b) what should be known (c) what could be known. If writers do not distinguish this set of criteria, unnecessary information can be included in the text.

Other criteria that are followed by writers are to arrange the text matter in the following sequence:

(a) The known precedes the unknown.

(b) The simple precedes the complex.

(c) The concrete precedes the abstract.

(d) Observation precedes theory.

(e) The whole precedes the detail.

It is a common practice that writers discuss the contents in detail and write down all that is agreed upon as valid. They use a simple style for conveying the information; for a simple style stimulates the learners to read more books.

The production of Post-Literacy materials is carried out in writers' workshops which comprise members from different ministries and institutions involved in adult education work. These members form the Post Literacy Curriculum Developers Panel, whose role, apart from producing text materials, is :

(a) To design the syllabus and the policy of implementation of subject biases according to the policy of the Post-Literacy Curriculum.

(b) To produce schemes of work for Post-Literacy teachers.

(c) To produce textbooks,supplementary readers, teachers' guides, demonstration manuals and teaching aids for Post-Literacy.

(d) To prepare a list of relevant reference material.

(e) To design the implementation programme of every subject for learners, teachers and other experts engaged in teaching Post-Literacy classes.

(f) To analyze research findings and evaluation results of the development of training and the general implementation of each subject.

(g) To analyze the implementation development policy of subjects and to advise the National Post-Literacy Curriculum Panel on research findings and evaluation results.

However, when the panel meets as a writers' workshop, the following principles are used:

(a) Length of Sentences.
The length of sentences in Post-Literacy books differ from one level to the other. For the length of sentences is determined by the number of words per sentence. For instance, the number of words for the lower level do not exceed 15 while 20 and 25 is the maximum number of words in a sentence for the intermediate and higher levels respectively. This also influences the number of words in a book. For example, books for the lower levels are required to have no more than 10.000 and 15.000 words respectively. The use of short paragraphs and a simple clear language is recommended to writers.

(b) Vocabulary.
There are two categories of vocabularies used in Post-Literacy books. These are (i) new ordinary words and (ii) technical terms. Since both categories of words can be new to adult learners, writers' workshops make sure that there is enough vocabulary control and introduction of new words.
In the books for the lower levels each chapter has not more than 10 ordinary new words and 10 technical terms. Books for intermediate levels contain not more than 15 ordinary new words and 15 technical terms while books for higher levels have not more than 20 new words and 20 technical terms per chapter. The introduction of new concepts is also controlled and abstract ideas are discouraged.

Each text book has exercises for learners which test their understanding of the subject, attitudinal change and practical application of the theories learned. The exercises require that learners answer questions orally or in written form. Learners are also required to discuss them, dramatise them or to make an execution or the teacher can assign them projects. Illustrations with captions give support to the text matter. Revisions appear after two or three chapters. At the end of each text book is a glossary of words with their contextual meanings.

Briefly, writers make sure that the following aspects are covered in the process of writing.

1. Topics

   (a) The topics are appropriate to the nation and adults.

   (b) The topics are adequate to adults.

   (c) The topics are consistent with the national curriculum emphasis.

   (d) The topics fit the objectives of the course.

   (e) The topics are within the intellectual capabilities of adult learners.

   (f) The topics follow the topics of the previous level and flow into the topics of the following level.

   (g) The topics are suitable for learners of the given level.

   (h) The topics cover enough personal, social, utilitarian and cultural attitudes.

   (i) The topics include the personal, social, utilitarian and cultural skills.

2. Substance

   (a) The substance of the manuscript/book is up-to-date.

   (b) The substance of the manuscript/book is correct.

   (c) The major concepts are analysed into components appropriate to the adult learners.

   (d) The major concepts serve as organizing structures for the materials.

   (e) The logic and rigour of the arguments are at the level of the course.

   (f) The precision and rigour of the definitions are at the level of the course.

   (g) Technical terms are appropriate to the subject and are at the level of the course.

   (h) The material is at least free of comments.

   (i) Illustrations and pictorial presentations are not offensive in a multi-racial/tribal society.

   (j) The material treats the historical and cultural heritage of various ethnic groups within the society in a fashion that promotes mutual respect by all groups.

3. Language

   (a) The vocabulary is presented in a fashion that facilitates understanding.

   (b) A word with more than one meaning is consistently used with the same meaning and in the same form.

   (c) Words whose internationally accepted technical meanings differ from those of the locally accepted meanings are used carefully.

   (d) Words whose technical and common meanings differ are used carefully.

   (e) Idiomatic expressions used are within the understanding of the learners.

   (f) Figurative language used is within the understanding of learners.

   (g) The type of structures used match the stage of language skills of the adult learners.

   (h) The language of the material is economical and lucid.

   (i) Sentences contain only a manageable number of grammatical structure.

   (j) The material is presented in manageable units of length.

4. Methods

   (a) The methods employed on the manuscript/book motivate adults to learn.

   (b) The methods are related to the knowledge and skills the adult learners presently possess.

   (c) Concepts are introduced at a pace appropriate to the learners.

   (d) Concepts are broken down into manageable steps.

   (e) Concepts are reinforced at frequent intervals.

   (f) The sequencing of the material is appropriate to the subject

   (g) The sequencing of the material is appropriate to the adult learner.

   (h) The methods promote lower and higher level cognitive, affective and psychomotor activities.

(i) The methods promote a wide range of learning abilities.

(j) The methods employed enable the individual adult learner to discover his own strengths and weaknesses.

5. Production, Design and Illustration

(a) The cover design arouses interest.

(b) The lay-out of text and illustration arouses interest and is clear.

(c) For adults, complete sentences or contents are contained in a single short line.

(d) The print is easy to read at the stage for which it is intended in terms of size of type and spacing between lines.

(e) There are enough illustrations.

(f) The illustrations vary in form and purpose.

(g) The illustration matches the text.

(h) The illustrations positively contribute to the learning purpose.

(i) The book format (size) is good.

(j) The life span of the book is not less than three years.

4. TEACHERS' GUIDES AND DEMONSTRATION MANUALS

Teachers' guides and demonstration manuals are aimed at facilitating teachers on recommended methods of teaching the subject. Each teachers' guide is divided into sections relevant to basic concepts of the chapter. Each lesson has an introduction that works as a revision of the past or previous lessons. The teacher is provided with methods and stages of teaching each lesson. Methods of continuous assessments and the evaluation of the whole programme are also found in the teachers' guide.

Demonstration manuals are especially produced to help home economics and agriculture teachers in carrying out demonstrations. These manuals contain practical methods of performing all skills which are first taught to learners theoretically. In order to make the practicals simpler the teacher is instructed on what type of demonstration materials to collect and how to use them step by step. After the teachers' demonstration learners are assigned practicals.

5. NON-BOOK MATERIALS

Apart form using learners' textbooks, teachers' guides and demonstration manuals, the Post-Literacy programme in Tanzania uses printed non-book materials. These materials are posters, diagrams and charts. The use of cartoons especially in the Party Kiswahili daily - Uhuru, which has a page specially printed for Post-Literacy readers and in some of the rural newspapers, is becoming popular. The use of flashcards, flipcharts and picture cards is not developed yet.

CONCLUSION

The production of work-oriented Post-Literacy materials is not only a process of putting words on paper, but it is a process of communicating new skills, knowledge and new attitudes which lead to planned change, that is, better living standards of adult learners. If this planned change is to be realized, implementers must apply suitable methods for teaching adults. Textbooks must be accompanied with teachers' guides, demonstration manuals, charts etc. Supporting programmes, such as newspapers, libraries, relevant films, radio programmes must be carefully designed so that they positively reach the intended audience. Briefly, an effective work-oriented Post-Literacy programme needs a multi-media approach.

Making furniture. A Post-Literacy class in Dar es Salaam as self-help group.

5. The Role of Mass Media

5.1. A.H. Sakara: Rural Press Project in Tanzania

II.5.1. RURAL PRESS PROJECT IN TANZANIA

by A.H. Sakara, Head, Adult Education Press,
Department of Adult Education, Ministry of Education

INTRODUCTION

The role of the press in developing nations is of greater importance, however, no matter how significant it has been, economic constraints have restricted publishing in fairly few large urban areas. The majority of people in these countries live in rural areas and in real terms most of them never see a newspaper.

The development of radio broadcasting supported by the invention of battery operated radio sets has managed to jump barriers of isolation and has in fact managed to bring to many communities news contact with the rest of their nations and the world at large. However, this is not a substitute for a home/town newspaper which is normally local, personal, permanent and dealing with affairs and people the reader is familiar with.

A rural newspaper has all these characteristics, and another important one is that it is a tool of education. One great problem of spreading literacy is the provision of follow-up reading materials. The new literate will loose his hard-won skill unless he can practise it. The local paper is almost the only literature which can be produced economically and distributed to reach the new literate in the village. The newspaper will equally, in due course, reinforce the lessons of the literacy class and establish the reading habit. In addition it will bring development information as well as news, which will help to improve agriculture, health, living conditions and political awareness.

1. ORIGIN OF RURAL PRESS IN TANZANIA

The Rural Press Project in Tanzania as it is known today started in 1974 as a supporting programme of the literacy campaign. However, the idea of producing local newspapers as reading material for new literates was experimented in 1968 under the auspices of the UNDP/UNESCO Work Oriented Adult Literacy Pilot Project which was conducted in the Lake Zone. The rural newspaper programme under this project started with four mimeographed newsletters, one for each of the four divisions covered by the project. The bulletins were called after the names of the divisions they represented - simply called News of Nansio (the division concerned). The experiment started with few copies and were gradually increased to a monthly circulation of 5.000 copies.

The encouraging results of the four mimeo rural newspapers in the sub-pilot areas of the literacy project stimulated efforts of starting other mimeo newspapers throughout the country. In early 1974 there were about 180 similar newspapers in the country being run at divisional, district and regional basis.

Following the overwhelming progress of mimeo rural newspapers, the government was determined to improve and consolidate the rural newspapers programme. In 1974 UNESCO in joint programme with NORAD donated funds for a period of three years to assist the government to launch a rural newspaper for the Lake Zone which covered four regions under the literacy project. A zonal newspaper called "ELIMU HAINA MWISHO" (Education has no End) was launched in 1974. This newspaper evolved as a result of absorption of the four mimeo newsletters, however, this time on a new move with printing equipment, trained personnel and a new infrastructure for a better design, layout and distribution system.

Elimu Haina Mwisho started with a circulation of 25.000 copies monthly. Main characteristics included printed tabloid four pages with four columns in each page. First page: national news and internationals of local interest; second page: news from the regions covered by the zonal newspaper, third page: letters to the editor, commentaries, announcements and entertainment and the fourth page is normally known as "Do it Yourself" or "Improve Yourself" and carries general knowledge articles intended to provide skills to the reader.

Two years after the commencement of Elimu Haina Mwisho, in 1976, the Evaluation Unit of the National Literacy Centre conducted a survey to assess the impact of the newspaper to the rural population. Over 90 percent of respondents involved in the survey indicated that they regularly read Elimu Haina Mwisho and liked it. In response to this unprecedented reception the government was determined to expand the project and to establish a National Rural Press Network with the main aim of promoting literacy. Fortunately, the national aspiration was supported by the willingness of NORAD to finance the expansion programme.

In 1978 the action plan for the expansion of the rural press programme was worked out. It was thought at that time to have a centre in seven other areas of the country and to establish other Rural Newspapers Zonal Centres. It was planned that all in all the country could have eight rural newspapers which would make a network of a national rural press. The eight zonal centres envisaged were the Lake Zone, North, South, Southern Highlands, Western, Eastern, Central and the Island Zone.

A mutual agreement was reached between the Ministry of Education on the one side and NORAD as a donor and UNESCO as an administrating agency on the other side that Rural Newspapers Offices (RNOs) should be established in the central towns of each zone.

It was planned that two RNOs could be established in 1979 and others be started depending on the progress of the ones set.

As planned in 1979 two RNOs were established, one in Moshi, a town at the foot of the famous Mount Kilimanjaro for the Northern zone and another one was established at Morogoro, a modern industrial town, situated about 190 kilometers west of Dar es Salaam for the Eastern zone. Each newspaper started with a circulation of 25.000 copies a month. Each Rural Newspaper Centre handled the newspaper up to paste-up stage and was later printed by a commercial printer in the zone.

Despite desperate intentions to consolidate the three RNOs Mwanza (Lake Zone), Moshi (North Zone) and Morogoro (Eastern Zone) before opening new zonal centres, considerable pressure was put on the ministry by other regions demanding to have their own rural newspapers. It was originally thought by the government and other agencies concerned that the expansion programme would take at least five or more years but the demand accelerated the programme and it was completed in three years as follows :

1979 : Eastern and Northern Zones
1980 : Southern, Southern Highlands and Central Zones
1981 : Western and the Islands Zones.

The expansion operation was planned in accordance with the funding of the project by the donor agency. Thus rural press centres were supposed to receive basic equipment tools and financial aid to meet expenses such as printing costs, renovation and adjustments to buildings, training etc. In order to meet the unprecedented speed of expansion it was necessary to use the services of the Adult Education Press situated in Dar es Salaam. In this case editors from various RNOs had to travel every month to Dar es Salaam to get their newspapers printed in the Adult Education Press. In the initial preparations of their papers they had to borrow old typewriters, cameras etc.

The hired and trained local staff installed temporary offices while they were waiting for permanent working premises.

Despite numerous problems today Tanzania boasts of running eight active rural newspapers which started in the following sequence :

	Zone	Newspaper	RNO	Commencement
(a)	Lake	Elimu Haina Mwisho (Education Has No End)	Mwanza	1977
(b)	Northern	Tujielimishe (Lets Educate Ourselves)	Moshi	1979
(c)	Eastern	Jiendeleze (Advance Yourself)	Morogoro	1979
(d)	Southern	Tujifunze (Lets Learn)	Songea	1980
(e)	Central	Elimu Yetu (Our Education)	Dodoma	1980
(f)	Southern	Nuru Yetu (Our Light)	Mbeya	1980
(g)	Western	Elimu ni Bahari (Education is like an Ocean)	Tabora	1981
(h)	Islands	Jipatie Maarifa (Acquire Knowledge)	Zanzibar	1981

2. OBJECTIVES

The Rural Press in Tanzania is promoted on the understanding that the newspaper is ideal ; it is the most feasible and economic printed matter that can easily be produced and distributed to reach the newly literate population. It can provide opportunity and motivation of reading and reinforce lessons of follow-up literacy classes and gradually establish the reading and learning habit. In addition to this it will take development information, news and knowledge which will help to improve agriculture, health, living conditions and political awareness of the rural population.

A rural newspaper will offer means of information, entertainment and stimulate discussion on national policy goals. Given this opportunity our new literate will be able to widen his horizon of understanding until he is equipped to achieve a good life for himself and his family, his immediate community and the nation as a whole.

In any given situation what should be considered as the target population of a rural newspapers, as their name suggests, is the rural community which is rarely met by the national newspapers.

For example, in Tanzania there are two dailies, "Daily News", which is in English and "Uhuru", a Swahili national paper. Is it true that the national dailies do not circulate in the village markets and trading centres ? Are they read by the rural population ? If not why are they not read ? Is it because they cannot be found in the villages ?

Is it because the rural dwellers cannot afford to buy them ? Is it because they are not interesting or is there merely nothing in those papers which is of direct interest to them ?

The answer is simple. It is just because they are not involved in the operations and therefore it has little or nothing at all to do with them. When the national papers talk about them or issues concerning them or their surroundings, then it is just a matter of a few lines unless a big event of national interest happened in that particular area.

The rural press is a communication bridge between the masses and the government. The absence of rural newspapers tends to perpetuate what communication experts have called "a silent majority". The national dailies to the rural majority tend to play what experts call vertical top-down communication system which originates from the decision makers to the rural people. So decisions concerning the livelihood of these masses are handed down, often without a prior knowledge of their aspirations or needs. In order to have an effective rural communication there ought to be, in addition a "Bottom-up system" that is from the farmer to the editor or a broadcaster as well as a "horizontal system" that is from farmer to farmer, village to village etc.

The objectives which were defined of the Tanzanian Rural Press Project, therefore are:

(a) To ensure continuing education for the rural population.
(b) To keep the rural population regularly informed of local, regional and national events.
(c) To provide readers with practical information to improve cultural techniques, health, economic and social conditions.
(d) To encourage the habit of newspaper reading.
(e) To initiate the establishment of a decentralized local press and help the rural population to learn to express itself through the press.
(f) To ensure the participation of the readers in the process of economic and social development.
(g) To provide an instrument for dialogue between the administration and the rural population.
(h) To contribute to the development of a national language, culture and tradition.

3. MANAGEMENT

The Rural Press Project in Tanzania is under the Ministry of Education and is coordinated by the Adult Education Press which is one of the five departments of the Division of Adult Education. The coordination unit of the Rural Press Project at headquarters is responsible for all matters pertaining to planning, budget, procurement, manpower development and overall monitoring of the progress of the project.

Since the newspapers are produced zonally to cater for several regions in the zone, the Rural Press Zonal Centres have the advantage of advisory boards which consist of representatives from all the regions in the zone. These boards as their name entails are principally concerned with advisory functions to the centres and monitor activities pertaining to the running and the progress of rural newspapers in the interest of the zone. Normally members are drawn from the regional authorities, education and literacy experts, journalists from the Tanzania News Agency and health, agriculture and community development experts.

The Zonal Rural Press Centre is headed by an editor who is normally in charge of the centre. The editor is assisted by a team of six people who include a journalist who is the Assistant Editor, a photolithographer, a typist-compositor, a messenger, a watchman and a driver.

Besides the personnel at the zonal centre, each region has an audio-visual aids officer who among other things is assigned to duties as a regional reporter and coordinator of all activities pertaining to the rural press in the region. There are similar desk officers in the districts who work together with ward education coordinators who are equally responsible for news collection, the distribution of newspapers and the overall supervision of the success of circulation and readership of the paper at grassroot level.

4. FORMAT

The rural newspapers in Tanzania are tabloids of four columns printed in size 32 x 41.5 cm. The papers are printed on four pages which are normally used according to the laid down policy as follows:

(a) The first page is allocated to national news, sometimes international news or local news of general interest to its readers. As a rule attempts are made to interprete such news and relate them to local needs.

(b) The second page carries news specifically from the region within the zone. The news items in this page normally report on local development activities with a view of not only informing the readers about events within their environment but equally encourage and stimulate readers to similar undertakings.

(c) The third page carries additional news for general interest, letter to the editor, commentaries, announcements, entertainment etc.

(d) The fourth page is set aside for purely skills training and imparting special knowledge to the readers by "DO IT YOURSELF" "ADVANCE YOURSELF" approach. The page carries service articles on e.g. how to grow onions, how to make a modern pit latrine, how to prepare soap at home etc.

5. PRODUCTION

In the expansion programme of the Rural Press it was planned that the RNOs should prepare their newspapers up to film stage and use local printers to produce their monthly issues. Due to financial constraints it was difficult to start with printing facilities set up as that existed in the Lake Zone. In fact the Lake Zone newspaper, Elimu Haina Mwisho, at its inception in 1974 was printed in a missionary press which existed in the town. A year later its own press which was donated by NORAD became fully operational.

The printshop was established primarily for the production of the rural newspaper though later on became a general facility for the printing of other post-literacy materials. The equipment installed at the Lake Zone Rural Press Centre in Mwanza included a Heidelberg offset press, two Gestetner offset duplicators, a Herold paper cutter, Stahl automatic folding machine, Nuarc horizontal repro camera, a printing down frame and miscellaneous composing, editing and photolithographic tools and equipment.

Up to 1981 when all the envisaged rural press centres were established, all of them except Mwanza had editing, composing and reproduction facilities. These facilities enabled the rural press centres to prepare the newspapers up to film stage. Then the films were sent to printers who were contracted to print the newspapers. Of the eight rural newspapers, three are printed by printing units of the Ministry of Education, two by government press, two by mission presses and one by a commercial printer.

At the commencement of the nation-wide rural press programme the Lake Zone newspaper had a monthly circulation of 50.000 copies and the others started with a print run of 25.000 copies a month. However, depending on the pressing demand of the newspapers the quantity has been doubled since July, 1983, thus from 50.000 to 100.000 and 25.000 to 50.000 respectively.

The system of depending on commercial and other printing facilities has proved not to be reliable. Problems range from delayed production due to printers' own priorities, lack of printing software and in some instances where considerable distances are involved between the RNO and the printer more costly production. Following this inconvenient system of production, desperate deliberations have started since 1982 to look into the possibilities of providing a printing press to each RNO. In the year 1984 such facilities were provided by NORAD/UNESCO to Southern Highlands Zone in Mbeya and plans are at hand for providing such facilities in the Western Zone this year. It is within the interest of the government to ensure that all zonal centres are provided with presses in order to be entirely self-reliant in the production of their rural newspapers. There are indicators of possible assistance from several donors who have indicated interest in the project.

Each year the government provides funds for the recurrent budget which includes salaries, administration, production and distribution costs. Capital costs of the whole programme of zonal rural newspaper were provided by funds in trust from UNESCO, while NORAD and SIDA has been providing paper, printing supplies and pick-up vans.

6. DISTRIBUTION

The rural newspapers are generally sold at 50 cents each, except for the Lake Zone paper which sells at one shilling. However, the project is considered as a direct aid for the development of the rural community and as such the distribution is selective in the sense that papers are not seriously sold for financial gain. The newspapers are distributed to reach the intended audience through the Ministry of Education organization chart. Usually when the newspapers leave the RNO they are sent to Regional Education Offices. The regional offices send them to district education offices where they are transmitted to wards. A ward will normally have several villages and hence the ward education coordinator will distribute to villages which see to it that the newspapers reach the intended audience.

The rural newspapers are supposed to reach every household in more than 8000 villages in the country. However, since the extensive rural population is over 90 percent of the total population and the fact that there is a shortage of printing materials the rural newspapers have found a bigger audience than expected. They are read by new literates, school leavers, and drop-outs, field extension workers, teachers and have even attracted the attention of local party and government leaders.

CONCLUSION

Following the 1982 completion of the establishment of seven rural newspapers in Tanzania Mainland and one in Zanzibar, the project has gained momentum. Besides the original target of providing the new literates in rural areas with something in which they can read about their immediate surroundings and environment, about practice and advance of their new literacy skills, the rural newspaper has become popular communication medium number two after the radio.

There has been unprecedented increase in the number of people in the media's audience that it is imperative to consider the project as a very crucial element in the national rural communication network. At the Rural Press Annual Meeting in 1981 the Director of SHIHATA (Tanzania News Agency) commented the project and admitted that the rural newspaper had access to and more impact on the rural population than the national Swahili daily.

The evaluation of the Rural Press Project conducted in 1982 revealed very positive findings, especially on the acceptance, appreciation and demand of newspapers of the rural population.

The report indicated a demand for increased circulation, consolidation of facilities in the RNO in order to improve production and communication with the rural areas they serve. The evaluation has revealed a need for focussing special attention of facilities needed by regional and district reporters to fulfil their role in their press.

Efforts are being made to meet these demands and with the prevailing nation-wide literacy campaign on the one hand and the popularization of rural press on the other hand it is envisaged that not long from now Tanzania will have managed to some degree to create a reading society in rural areas.

Printing or rural newspapers at the Literacy Centre Mwanza. Meeting the needs with modest equipment.

Message making by dancing. The use of folk media in Post-Literacy classes.

5.2. John Nindi: Film Education

II.5.2. FILM EDUCATION

by John Nindi, Head, Functional Literacy Section, Department of Adult Education, Ministry of Education

INTRODUCTION

After independence the Ministry of Regional Administration and Rural Development was charged with the task of carrying out Cinema Education in the country. Arrangements to recruit and train rural development assistants were made. They were trained for six months after which they were posted to different regions as regional audio-visual officers. Others were sent to Rural Training Centres as audio-visual officers. The government got a donation of ten cinema vans from Canada, these plus other two which the government had bought were sent to the regions. The regional audio-visual officers used these vans in displaying films to the people both in rural and urban areas.

1. THE AUDIO-VISUAL INSTITUTE

The Audio-Visual Institute which began in 1972 was established formally by an act of parliament in 1974. The set tasks of the Institute were:

(a) To produce 16 mm educational and documentary films in cooperation with various ministries, parastatals government institutions and public sectors that require educational films. In addition the Institute has to shoot newsreels and other projects such as festival of national importance for documentation. In order to facilitate this function, a plant for processing 16 mm black and white films was installed, coloured films are processed abroad.

(b) Provision of an electronic workshop for repair and maintenance of 16 mm sound film projectors and other audio-visual aids and electronic equipment for public institutions in the country.

(c) Provision of a National Film Library to undertake the importation of educational, cultural, agricultural, health and social films and to secure a nation-wide distribution of 16 mm films both locally and to our embassies abroad.

(d) To train Tanzanians to be experts in the production of films for educational purposes. This training includes scriptwriting, film directing, camera work, sound recording, editing and film processing.

(e) To conduct seminars on the use of films and other audio-visual aids for cinema van operators, and projector operators belonging to various ministries and other public institutions.

Besides the Audio-Visual Institute there is the Tanzania Film Company which was established in 1968. The Company is mainly producing feature films. It also undertakes the importation of commercial films which are shown in cinema halls.

Because the cinema infrastructure has improved in the country, it has been possible for many ministries and other institutions to organize and provide mass education through the cinema. This can be deduced from an increase in number of mobile cinema vans from 14 in the 1960s to 48 in the 1970s. The number of ministries and institutions using cinema vans has also increased from 3 in the 1960s to more than 15 in the 1970s.

2. CINEMA EDUCATION IN THE MINISTRY OF EDUCATION

When the Ministry of Education was charged with the responsibility of directing, administering and coordinating adult education, various methods were explored and employed to motivate adults to learn. One of the methods used for the motivation of the adults was the cinema. For the cinema with its vivid effects of homophily proved capable to motivate the adult learners.

In 1973 the Ministry purchased four mobile cinema vans. The vans were distributed to four different zones where each one served five regions but given the diversity of the country with the communication problems, it proved an impossible task to provide education through the cinema in every location within the zone. It was only the urban areas which benefited from the programme. In 1976 the Ministry purchased 16 more vans.

Cinema van operators from each of the twenty regions were selected and got a month-long training at the Audio-Visual Institute in August 1976. The training was geared at giving them skills on how to manipulate and operate the cinema vans. Having completed the training they returned to their respective regions where they spearheaded the programmes.

The immediate effect of educating the masses through the cinema was vivid. Film shows became very attractive. An average number of between 800 to 1.000 people turned up. People met and talked, they talked about their personal affairs, they talked about the things affecting their daily lives, they commented and laughed at things they saw on the films.

In rural areas where such gatherings are seldom, the cinema provides a good evening for entertainement. Ironically, it is this aspect that spelt a danger of turning cinema gathering into mere festival occasions without any educational elements.

This trend prompted into organizing a two weeks seminar for the cinema van operators. The seminar organized in collaboration with the Audio-Visual Institute is aimed at equipping the participants with skills on how to use films for educating the masses. The expectations behind were that once the operators had acquired such skills they would be in a position to organize film displays along the desired lines of transforming "big cinema gatherings" into "educational open classrooms". On their part they were no longer to act as mere cinema operators but as educators.

But later on it became evident that the two weeks seminar had little or no impact on them. For the cadre we were trying to equip with such skills had never been teachers by training and inclinations. In fact it was an assortment of varied experiences , ranging from those who had been drivers , clerical staffs and rural development staff. We discovered that the only three of them who had been teachers by profession had a satisfactory performance in this programme.

Following the Ministry's directive in August, 1979, a new cadre which had both teaching experience as well as a wider experience in adult education activities was recruited while the former cadre was assigned other duties. The new cadre got a three weeks training on how to operate the cinema vans. Because of the rich experience they had both as primary school teachers and as adult education ward coordinators, they have utilized successfully the audio-visual and visual aids at their disposal to educate the masses. A survey which was made proved that the decision to assign teachers as audio-visual educators was a wise one.

3. FILMS AVAILABLE

Probably one of the problems that we are facing at present is the shortage of films. As I have pointed our earlier, the fast growth in awareness among ministries and institution to provide mass education through the cinema, has created a demand for more and more films than ever before. The supply of films has not been able to cope with this demand adequately, at present, the National Film Library has 350 film titles with a total number of about 400 educational films.

Despite the availability of such titles the demand is much higher. There are more than 15 government institutions, parastatal organizations and other agencies which require the services of the National Film Library.

Given this situation it has not always been easy especially for regions remote from Dar es Salaam to get the types of films they need at the right time. The situation as it is, is that either they get the films they need when it is too late or that they do not get them at all, because the films required have been borrowed elsewhere. The other alternative is the Tanzania Film Company, but it does not have enough titles to satisfy the needs of the clients.

Between 1976 and 1986 the Ministry of Education was able to produce six films in collaboration with the Tanzania Film Company. The film titles are as follows:

(1) Mbio za Jukumu
(2) Ujinga wanyimwa Nafasi Tanzania
(3) Miaka 10 ya Elimu ya Watu Wazima
(4) Elimu ni Kazi
(5) Wiki ya Kisomo
(6) Vyuo vya Maendeleo ya Wananchi.

In 1978 the Ministry of Education distributed one copy of Mbio za Jukumu film to each of the 20 regions. The Ministry has a programme of producing one film each year. The films to be produced will not only help to alleviate the shortage of films in the country but they will also enhance adult education activities.

4. UTILIZATION OF MOBILE VANS

Mass education through the cinema requires a mobile cinema van. Since the government puts much emphasis on the development of rural areas where more than 90% of the population live, the full utilization of a cinema van to cater for the rural areas is a question of great priority. Thus over the past three years, the cinema vans have been used for providing such education.

The performance of education through the cinema has varied from region to region. Some have managed to display films in 97 villages a year (this being the highest) while others have managed to display in 12 villages a year (this being the lowest).

However, the average annual film display per region has been 22 villages. The monthly film display in the regions ranged from one village (this being the lowest) while others have managed to display in eight villages (this being the highest). The average monthly film display for each region has been about two villages a month. The great variations in performance has been partly due to not getting films in time, but in most cases it has been due to poor utilization of mobile vans by some regional authorities who have used the vans for other activities, a fact that has led some vans to be out of order from time to time.

If the cinema vans were fully utilized, it would be possible for each region to display films at least in 10 villages a month or in 120 villages a year. Some regions already coordinated efforts to ensure that cinema vans are utilized for purposes they were designed for. In some cases they have even made further initiatives by purchasing other Cinema outfits such as portable generators and projectors to supplement and support the mobile vans. At least each region has two cinema vans, some regions have three. Not all the cinema vans belong to the Ministry of Education, some belong to other ministries and institutions, but through good cooperation and coordination it has enabled some regions to perform recommendable work.

5. RATIONALE FOR CINEMA EDUCATION

From the preceding case study we can draw some conclusions that justify the role and function of cinema education in Tanzania.

Jim Potts has argued that the use of mobile cinema vans to get messages to rural areas is not an economic means of providing fundamental education to the masses of the people. The current costs of purchasing a van is about TShs 700.000 today, while producing a 30 minute colour film is about TShs 900.000 per film now.

But the economic aspects alone can be far outweighed, if we consider the impact that cinema education has on the people. According to psychologists ratings a person normally learns 11% through hearing and retains only 20% of what he learns. The same person could learn 83% through seeing and hearing and is able to retain 50% of what he learnt. We can therefore assume that the cinema is a powerful and useful medium through which social change can be affected. For as long as the rate of retention of knowledge acquired through seeing and hearing is high, chances for the recipient to practise what he has internalized are great.

Thus, if we have a programme of teaching people on better methods of cotton growing, it will save us time and money, if we displayed films featuring such methods of cotton growing rather than engaging ourselves in preparing and printing textbooks and organizing training programmes for the teachers who are to go and teach the people on better methods of cotton growing.

Cinema education plays a dual role for the illiterates and literate adults. Both are able to benefit from the films being displayed. While literate adults consolidate their knowledge and are inspired to keep on learning, the illiterate adults get instilled with a sense of appreciating the need to acquire the skills of reading and writing, skills which can enable them to be aware that learning is a life-long activity.

In Tanzania it is clearly stated that the task of organizing and providing adult education effectively requires a good coordination of different ministries, agencies and other institutions. Cinema education has proved to be a better means of utilizing different manpower and material resources.

Cinema displays attract a big gathering of people from all walks of life. Such gatherings provide good platforms of communication Since the films being screened concern subjects ranging from health, agriculture and politics, resourceful field officers dealing with such topics use the occasions of film shows to explain certain facts pertaining to their specialities. People may ask questions and discussions may be centred on films displayed.

To that extent the channels of communication between field officers and the people are strengthened. The gathering becomes a big adult education "open classroom" where ideas and knowledge are communicated. On the other hand, grassroot leaders use such occasions as platforms for conveying certain messages or information to the people. The people get opportunity to engage themselves in dialogue and discuss problems and issues that concern their living conditions and decide on their course of action.

CONCLUSION

The need and effectiveness of cinema education in Tanzania has been made quite evident from the preceding discussion.

However, in a country where there are more than 8.000 villages and in which more than 90% of the population live in rural areas and where much emphasis is focussed on mass education, there automatically exists the problem of serving such a diversed population effectively. The average annual cinema displays throughout the country can only be about 500 villages, with this rate it will take about sixteen years before education will reach everyone.

We are therefore faced with a challenge, a challenge that requires the maximum utilization of all the present cinema vans we have and other cinema outfits that we can get in order to achieve an average annual cinema display in at least 2.000 villages per year.

A Massai literacy class

5.3. The Use of Radio

II.5.3 THE USE OF RADIO

INTRODUCTION

In many developing countries, radio broadcasts beamed for consumption by the rural masses have proved an effective tool for education. The peasants live in a world marked by geographical isolation due to poor roads, lack of transport and usually lack of money. This isolation means being excluded from information that could be beneficial to their well-being. It is perhaps the radio which could deliver the peasants from this exclusion, stimulate in them a critical awareness of development issues which in turn lead them to the participation in their own development. The expectation is that radio education along with discussion groups will assist people to improve their ways of life, farming, hygiene etc.

Tanzania's literacy - supporting broadcasts began in January 1974. A Radio Education Unit was set up within the Tanzania - UNDP/UNESCO Functional Literacy Project to develop and produce radio programmes. These broadcasts started in order to overcome communication difficulties with the field as functional literacy spread from the four regions round Lake Victoria to the rest of the country.

1. PREPARATORY RESEARCH, EXPERIMENT AND TRAINING

Before any detailed programme building began, the first task of the Radio Unit was to discover and discuss the problems in the field, implementation of functional literacy experienced as it developed within the four lake regions. Early in 1973 questionnaires were administered to 353 persons in districts around Lake Victoria to establish a hierarchy of problems facing learners and teachers. The results of the problems were more closely defined in a second survey covering further 323 respondents reflecting a broader range of those involved in the implementation of functional literacy at the grassroot level: literacy teachers, current learners, participants who had completed the two years training cycle, drop-outs, non-participants local level adult education supervisors, local administrative and political leaders.

At the same time a number of programme formats were experimented and pretested. Training was given to national staff in broadcasting techniques, the use of equipments and programme building. A feedback system was also devised, local leaders were trained in how to use the broadcasts. About five hundred radio sets were distributed to classes which were to report on each broadcast.

A lot of untaped reservoir of emotional and motivational songs was discovered in visits to adult education classes, local cultural groups, schoolchoirs and colleges. The songs were taped and later used in broadcasts.

2. PROGRAMME PRINCIPLES

From the Radio Units Field Surveys it was clear that the first series of programme should be primarily motivational to encourage class attendance

to explain what
functional literacy was

to promote the
concept of life-long education.

Later series of programmes could deal with more specific teaching in response to the feed-back from the first series.

Because of the difference between the basic primers (which were in use at the two levels) and the different levels of classes within each primer it was decided to make the programmes independent of any specific primer but as comprehensive as possible so that the broadcasts could be relevant both to new learners and to those who had completed the teaching cycle and needed supplementary materials.

The discussion elements in the programmes stress group discussion and decision making. Therefore, all radio programmes have components of discussion questions before the end of the programmes to serve as the basis of the post-broadcast group discussion. The group shaid listen to the programmes, discuss them, adopt resolutions about the possibilities and implement what is practicable and evaluate the results.

3. PROGRAMME AIMS AND PROGRAMME OBJECTIVES

The use of the radio had five main aims with related objectives as follows :

1. Motivational :

to stimulate and promote effective participation in the national literacy campaigns

(a) through the creation of public awareness and interest in literacy activities,

(b) to encourage enrolment and attendance of learners,

(c) to encourage learners and teachers to participate more effectively in the teaching learning process,

(d) to promote more effective participation in literacy activities by the leadership.

2. Instructional:

To enrich the learning and teaching processes

(a) by supporting learners and teachers by providing supplementary instruction and guidelines,

(b) by developing discussion groups,

(c) by providing teachers and supervisors with additional in-service training.

3. Functional :

To reinforce the creation of a literacy environment

(a) by stimulating an interest in rural libraries, rural newspapers, supplementary and follow-up publications,

(b) by stressing the advantages and importance of maintaining the acquired literacy skills,

(c) by promoting the concept of life-long education.

4. Communicational :

To solve communication bottlenecks in the integration into the National Campaigns of the Pilot Project

(a) by providing a continuous link between the campaigns of the pilot project,

(b) by assisting learners and participants to identify with the literacy campaigns by sharing their views, problems and solutions with other groups,

(c) by informing the nation of the progress of the national campaigns.

5. Informational :

To be able to provide information and materials for use in literacy training, book production, rural libraries and rural newspapers through recorded reports, field reports or transcripts.

4. THE PROGRAMMES DEVELOPED

Four programme series have been developed to fulfill these aims and objectives :

1. Class support :

"Kisomo kwa Redio" (LEARNING LITERACY BY RADIO)
A thirty minutes programme for learners to listen to as a group.

2. Teachers Training :

"Mwalimu wa walimu" (THE TEACHERS TEACHER)
A fifteen minutes programme for literacy teachers primarily aimed at volunteer teachers.

3. Class Support :

"Jiendeleze" (FURTHER YOURSELF)
A thirty minutes programme aimed at post-literacy learners.

4. General Motivations :

"Nyimbo za kisomo"(SONGS OF LITERACY)
A thirty minutes musical and informational programme for the general audience.

5. IMPLEMENTATION

1. Kisomo kwa redio

(a) "Kisomo kwa redio" Series 1 (Jan. - Apr. 1974)
"Learning literacy by radio" 30' weekly and repeated.

Seventeen motivational programmes were broadcast to encourage class attendance, outline the purpose and importance of functional literacy and discuss the major problems encountered in its implementation. Five hundred reporting groups in the four Lake Regions with a total membership of 14.089 formed the reporting audience for the first series of programmes. Groups were asked to meet specially for the radio programmes in their normal class recess period to pre-test programme formats and contents before extending reporting groups to the nation. This was repeated from May onwards.

(b) "Kisomo kwa redio" Series 2 and 3

Series 2 and 3 programmes have a stronger teaching content. The programmes are divided into seven segments :

1. Agriculture or work : The generative segment related to the agricultural work annual cycle.

2. Home life : related where possible to segment 1.

3. Reading : reviewing what is available to read about segments 1 and 2.

4. Literacy slogan and exercise : summing up main programme message and used for word building and reading.

5. Feedback : Class questions answered, class new given.

6. Literacy songs : As programme breaks to support other segments.

7. Discussion questions : Dictated for listening without teachers programme guides.

Kisomo kwa redio series 2 and 3

Programmes have aimed at being comprehensive in their appeal. They cover general agricultural topics rather than specific crop topics, they include soil conservation, irrigation, animal husbandry, and tree planting. The homelife segment deals with child care, nutrition, home management, budgeting, hygiene and home handcrafts. Also other general supplementary topics are discussed such as the value of co-operatives, small scale industries, banking and credit etc.

Literacy Component of "Kisomo kwa redio" programmes :

The strictly literacy component as against the functional skills components of the programme comes in form of the literacy slogan. This three to six word slogan is dictated at the beginning of the programme for the teacher to write on his black board so the class have it before them for reading throughout the programme. It is repeated by the programme narrator and technical contributors in the course of the programme. In the literacy exercise the teacher is advised to break the words into their syllables and have the learners read them, count them, write them in their exercise books and build new words from them on the pattern of the literacy exercises from their primers.

In addition, technical contributors stress the benefit of being able to read and write in relation to their programme topics and the reading segment deals with what there is to read and where to find it or how to get it. To accompany the broadcast, all reporting teachers are provided with an illustrated teachers handbook giving the outlines of programme contents and suggestions for the post broadcast discussion.

6. FEEDBACK SYSTEM

A two-way communication with classes meant the designing of a workable feedback system. This was essential for the credibility of the programmes and for programmes to respond to field needs and development for future programmes.

A programme report form was designed, tested and revised. It provides a range of responses and is to be filled in after every broadcast and sent directly to the Radio Unit.

It provides information on:

- the main lines of the post-broadcast discussion,
- the questions raised by group members,
- topics suggested for future programmes,
- class news,
- teachers' suggestions,
- reception conditions.

Along with report forms blocks of 3 months supply of stamped addressed envelopes were distributed to all teachers supplied with radios. In May 1974 two further classes from all the other 78 districts of Tanzania were asked to report.

In the period Jan. - April	1974	2800	reports were received
May - Dec.	1974	3224	reports were received
Total	1974	6024	

APPENDIX

LITERACY BY RADIO

LITERACY PROJECT, P.O. BOX 1141, MWANZA

Programme Listening Report

Class..............................Date of programme broadcast..............................

Teachers name....................District....................Division..................

Ward..............................

Enrolled: Men....................Women........................Total..................

Attending programme: Men..............Women......................Total..............

Members of the class attending: Men ....Women......................Total...

Other people attending: Men..............Women......................Total............

Primer used........................first or second....................................

Class began in year...............

TOPIC OF THE PROGRAMME BROADCAST:

1. DISCUSSION REPORT:

(a) IMPORTANT THINGS discussed from the questions asked in this programme

....

....

(b) DECISIONS reached:..

....

(c) QUESTIONS from learners:...

....

2. SUGGESTIONS OF THIS PROGRAMME:

(a) Most interesting topics in the programme:......................................

....

(b) Less interesting topics in the programme:.......................................

....

(c) What topics would you like to be informed more:..................................

....

3. COMING PROGRAMMES:

(a) Changes needed..

....

(b) What topics do you like to be covered in the coming programme?....................

....

4. CLASS NEWS:...

5. TEACHERS SUGGESTIONS

(a) Reception of the programme: Very good..........good..........poor..................

(b) Important topics which helped you in this programme (teacher).....................

....

(c) Do you listen to the programme of "Teachers' Teacher" on Monday & Thursday at 1.30? YES / NO.

This form should be filled by the teacher on the very broadcasting day of the programme "Kisomo kwa Redio" and then posted immediately to LITERACY PROJECT, Literacy by Radio, P.O. Box 1141, Mwanza.

In the radio studio of Mwanza Literacy Centre

John Masuka from the Educational Channel of Radio Zimbabwe as guest speaker in Mwanza

6. John Nindi: Rural Libraries

II.6. RURAL LIBRARIES

by John Nindi, Head, Functional Literacy Section, Department of Adult Education, Ministry of Education

The Party and Government policy in Tanzania is to set up a simple village library for each of the 8.000 or more villages. These village libraries should be provided with various types of books suitable for adults who have attained literacy skills through participation in the national functional literacy campaign. The first few libraries were established in 1969 in the Lake Zone covering Mwanza, Shinyanga, Mara and Kagera regions. The number has gradually increased so that presently each ward in Tanzania mainland has been provided with a rural library centre. Currently there are 3.167 rural libraries throughout Tanzania mainland. Although emphasis is placed on new literates so that they do not relapse into illiteracy, rural libraries are actually meant for the total rural community with considerable numbers of books suitable for new literates. In other words the clientele is open

1. OBJECTIVES AND INTENDED USE

The national efforts in the eradication of illiteracy have required the following facts to be taken into consideration :

(a) that methods and approaches be established in order to prevent relapse into illiteracy.

(b) that the knowledge and skills acquired by participants through the functional literacy campaign be further strengthened.

(c) that persons, who had gone through the formal system of education don't relapse into illiteracy.

(d) that since literacy and adult education as development factors operate within a largely illiterate environment, there is a need to create an adequate learning environment.

(e) that since literacy and an adequate education are accepted factors in the national development strategy, there is the necessity to create facilities for the provision of life-long education.

As a result of the national literacy test in August, 1981, there were 3.122.983 adults who were literate because of the national functional literacy campaign. These new literates have the following problems :

(a) lack of suitable reading materials

(b) lack of suitable materials particularly in the rural areas where the majority of the people live.

(c) lack of suitable reading materials which are specifically oriented to development and assist learners to proceed from mere reading to reading in order to learn and apply.

(d) lack of specific facilities as well as the lack of an integrated institutional support.

The already established library system under the Tanzania Library Service (TLS) serves mainly the urban population. There was,therefore, a real gap and a need to establish a rural library service.

2. ORGANIZATIONAL STRUCTURE AND MANAGEMENT

Rural libraries started on an experimental basis in the Lake Zone in 1969. This was when the UNDP/UNESCO launched a Work Oriented Adult Literacy Pilot Project in the lake regions. At the end of the pilot project in 1971, the rural libraries had been spread throughout the country. The rural libraries are managed as part of the creation of a literate environment by the Ministry of Education through the Directorate of Adult Education and the National Literacy Centre, which was formed in July, 1976, to continue the activities of the UNDP/UNESCO experimental functional literacy projects. In the regions, districts and wards rural libraries are supervised by the adult education coordinators who visit them and report on them in their usual quarterly reports which are submitted to the Directorate of Adult Education of the Ministry of Education.

3. STAFFING AND TRAINING OF PERSONNEL

The rural library centres are staffed with rural librarian assistants who are primary school leavers and most of them are functional literacy teachers with an orientation course on library techniques of two weeks duration plus regular refresher courses of one week in every year. The village librarian should be selected by the literacy and adult education supervisor, manager, chairman or by a ten cell leader. This exercise should be carried out under the Chairmanship of the Ward Secretary together with the Ward Education Coordinator. A timetable is devised for use by the rural librarian for rendering the services at the ward centre and surrounding villages. The duties of librarians include library centre organisation, administration, checking the quality and quantity of the materials received and reporting any discrepancies arising thereoff from the book ledger, lending out materials within the surrounding area and circulation them at the centre, reporting quarterly on library membership, readers suggestions and inquiries, visits made, discussions with visitors and their suggestions, and counselling.

In each district, there is a district librarian cum newspaper reporter who is selected from among the ward adult education coordinators and given a one week orientation course on library techniques. The duties of a district librarian are formulation, organization, administration and expansion of the rural library services, giving quarterly and annual progress reports, administering and organizing the rural library service of the district. He is responsible for coordinating all library activities and overall preparation of a quarterly report for dispatch to the Ministry of Education, the regional headquarters, the National Literacy Centre in Mwanza, a reference copy of the report being retained at the district library. He is also responsible for acquisition and distribution of library books and equipment towards village libraries, organizing training seminars for district, ward and village leaders and librarians of the rural library services in collaboration with the Tanzania Library Services and the National Literacy Centre. He also has to supervise the use of rural library materials and funds to make sure that the district authorities are using such materials and funds for the service. He has to advise party and government leaders on matters concerning the development of rural library services, to organize visits, advise the district education officer on problems of village and ward librarians and to attend all district adult education committees as a special member for rural library services and to coordinate and collaborate with the Tanzania Library Service of the district.

It is intended to replace the existing rural district librarians by professional librarians as well as to appoint professional regional librarians as soon as possible to undertake the functions executed by district librarians at regional level.

4. PHYSICAL CHARACTERISTICS OF RURAL LIBRARIES

Local authorities are being encouraged to erect standardised buildings for housing of the rural ward libraries. Presently the libraries are located in a number of places including primary schools, dispensaries, primary courts, cooperative societies, party offices and sometimes in private houses. Ideally the rural library should be equipped with shelves, cupboards, chairs, book bags and tables, some of them lack some of this equipment. The rural librarian is provided with a bicycle and a book box/bag for circulating books to the outlying villages.

The library usually opens for two hours a day especially in the afternoon to allow library users to borrow, return or read books and newspapers or use any visual materials. Each rural library receives monthly a free copy of the zonal rural newspaper. An experiment is currently taking place to provide pressure lamps so that libraries may be used in the evenings. The librarian is paid an honorium of about sixty Tanzanian shillings if he runs the library without an adult literacy class, but with an adult literacy class he is paid twice as much every month.

In order to strengthen the functioning and utilization for the library, the rural librarians have been instructed to encourage the formation of a discussion group composed of library members. The purpose of this discussion group is to discuss the materials they have read which could be of interest and practical relevance to their local situations. Perhaps through discussion they can arrive at decisions capable of solving their day to day problems.

When a book box/bag is taken to the village by the ward librarian it should be accompanied with a readers membership register and a list of books indicating the quantity sent.

The box/bag will remain at the village for two weeks and at the end of the second week, all borrowed books should have been read and returned to the village librarian. Then, at the second week-end, the ward librarian should turn up to collect the book box/bag and the relevant registers. When the ward librarian returns to his ward centre he has to transfer membership and lending records of each village to the main ward central library's record registers. To make sure that the books are always available, the ward librarian will have to get more than one book/bag for each village.

5. NUMBER AND VARIETY OF BOOKS

The rural ward libraries are expected to be stocked with almost 500 titles, two copies per title. Most of the books are purchased from commercial publishers while the rest are produced by the Ministry of Education as a result of the efforts made by the writers' workshops.

All the books are distributed free to the libraries. The books purchased from commercial publishers cost at average about twenty Tanzanian Shillings each.

Selection of books for rural libraries should be made very carefully to ensure that the books selected cover subjects that are taught in literacy classes such as Agriculture, Arithmetic, Kiswahili, Health Education, Home Economics. Unfortunately, not all of the one thousand titles available in Swahili are suitable for our new literates as they were not written specifically for them. Also, not all of them are suited to our national, social, political and economic goals of development. Therefore, some rural libraries do not have a sufficient variety of books and the books are not replenished adequately.

6. FINANCIAL RESOURCES AND COSTS

The library project was launched during the experimental phase of the work-oriented adult literacy pilot project of 1968/72. Subsequently a follow-up library project was launched between 1975 and 1977 in the lake regions using funds from UNDP through UNESCO, the executing agency. Since then the Ministry of Education allocates about 1.5 million shillings every year for rural libraries in the country.

SIDA also provides funds and the aim is to expand the programme to reach more than 8.000 villages.

The UNDP/UNESCO inputs during the experimental phase was worth US $ 500.000.

7. EVALUATION

In 1975 and in 1976 the evaluation unit of the National Literacy Centre undertook an evaluation exercise of rural libraries in the Lake Zone. The findings showed that the majority of the rural libraries were housed in primary schools. This is positive as primary schools are educational centres. However, the adult education authorities need to be vigilant to ensure that the rural libraries are not converted into primary school libraries as has been the practice in certain cases.

In the majority of cases the houses or rooms used for libraries are certainly not conductive to provide a good quality library service. In the first place, those who run libraries in houses do not have full control over these centres since they belong to different people altogether. Secondly the space in these centres is usually too small. Finally, there are no facilities like benches, tables, and chairs which the readers can use when they come to the library.

The libraries, on the whole, spend a considerable amount of their time in providing library services to readers. Continuity can be achieved more easily if the librarians are supplied with enough material and equipment, are given adequate training and are paid an adequate monthly honorarium regularly.

The rural librarian seems to be a very busy person. He is supposed to open the library at least thrice a week; to form and lead library discussion groups; to keep records on various aspects of library services; to work on his farm or attend to his primary school teaching. In view of all this the librarian is likely to forget certain aspects of running a rural library as they were imparted to him during training.

It is, therefore, intended to write a guide in the form of a manual containing a summary of what a librarian is supposed to do and how he should do it ; this should then be distributed to the librarians as well as to the adult education coordinators.

The findings revealed further that the current stock does not meet the needs of the library users both in terms of quantity and quality. There is a great demand of development of culture oriented reading materials. The findings, once more, point to the weakness of the supervisory structure. It is apparent that the majority of librarians are running the libraries with little assistance and guidance from the adult education coordinator. In some districts the majority of the library members are new literates and participate in literacy classes. In others people who are already having primary education and above form the majority of members.

8. PROBLEMS THAT AFFECT EFFECTIVE PROVISION OF THE SERVICE

Poor accommodation: Quite a number of these libraries are still poorly housed. Most of them are found in areas that do not allow maximum and easy use. These libraries are mainly found in offices and a good number have been accommodated in offices belonging to the Party (Chama cha Mapinduzi). There are a few instances however in which villagers are putting up "purpose-built library buildings". This goes along with the inadequate provision of reading facilities too.

Limited book industry : The literacy material output by the publishing industry is still so low that there is not much to select from.

Lack of competent and permanent personnel : Due to lack of incentives most of the librarians quit the services and this means new people have to be recruited every now and then. Moreover, these frequent changes mean the trained librarians do not stay long in these libraries.

Poor distribution of books : Constraints in the transportation system have always resulted in delays in getting the books to the village libraries. This is due to lack of sufficient vehicles to carry the books.

Inadequate funds : There is this problem of inadequacy of funds for the purchase of library material as well as for training of rural librarians.

9. SUGGESTIONS AND RECOMMENDATIONS

It ought to be realised that transmission of information is necessary to bring about development. Efforts, therefore, must be made to get rid of constraints which hamper effective transmission of such information such as :

1. Efforts towards producing relevant literacy materials by utilizing the knowledge and experience of the local communities which should in turn take care of the cultural and environmental circumstances.

2. Vigorous campaigns by all mass media to raise awareness of the value of knowledge contained in literacy materials in order to stimulate the rural community to use rural libraries.

3. The village committees should coordinate the activities of the librarians in view of the fact that they all work within the same frame of reference as change agents.

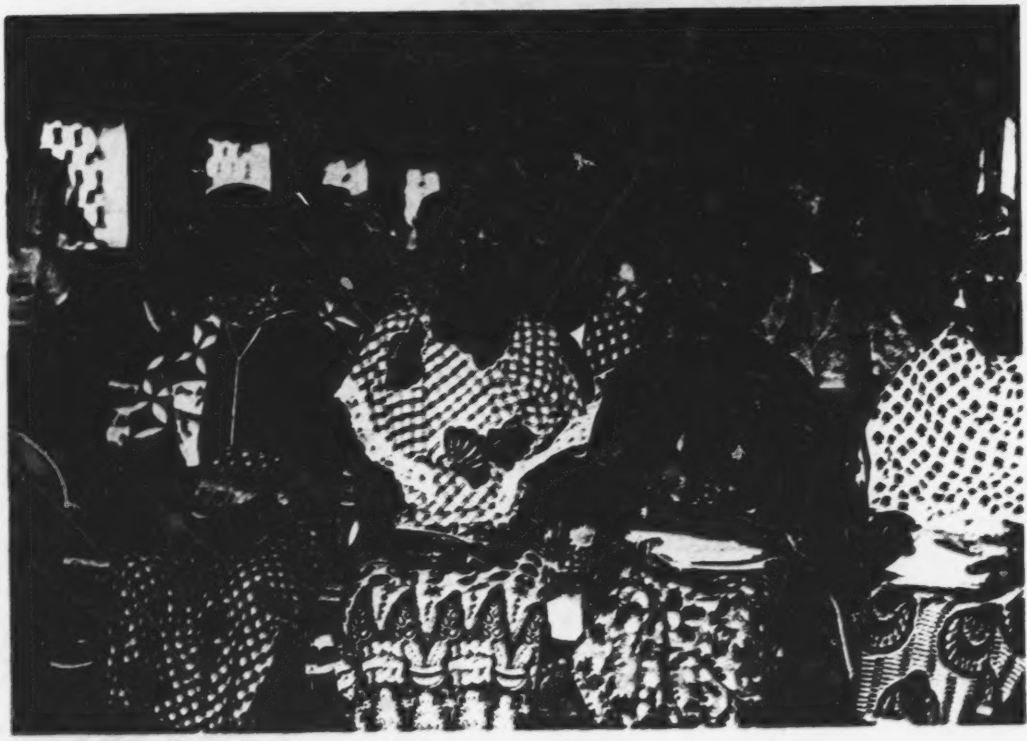
4. Each village council should be called upon to take serious responsibility to select a suitable candidate from among the villagers for training as rural librarians.

5. Seminars and training programmes for rural librarians should be organized on a regular basis in order to maintain the quality of services as well as motivate the rural librarians for better performance.

6. The government should be called upon to sponsor and promote local authorship to produce suitable literacy materials structured in a manner that would meet the villagers' interest.

7. Community development workers and extension officers should also be made aware of the importance of the library services as an effective facility for acquisition of new knowledge and information that could help them in the execution of their duties.

Learning has no end -
but spectacles must help.



7. G.D. Msungu: Folk Development Colleges in Tanzania

II.7. FOLK DEVELOPMENT COLLEGES IN TANZANIA

by G.D. Msungu, Head, F.D.C. Section,
Department of Adult Education, Ministry of
Education

1. HISTORICAL BACKGROUND

The establishment of Folk Development Colleges in Tanzania was encouraged by the former President of Tanzania J.K. Nyerere after he made a Swedish tour in 1973. While in Sweden J.K. Nyerere studied the Swedish Education System and he was very much impressed by the Folk High Schools. It was his idea that if these types of institutions were introduced and adapted to the needs of Tanzania they would be the true vehicles of social economic development. The former President advised the government to introduce such institutions in Tanzania.

In 1974 a steering committee was formed to look into the possibility of establishing the Folk Development Colleges. The steering committee recommended that the FDC should be formed in Tanzania.

According to the recommendations the Ministry of Education was charged with the responsibility of establishing these institutions.

In order to start this task two consultants from Sweden were employed to work with Tanzanian experts to start making initial plans.

These experts in cooperation with Party and Government leaders collected ideas and recommended that the establishment of the FDCs will play a major role in Social Economic Development.

It was understood from the start that FDCs would be used to train village leadership and to carry out functional as well as Post-Literacy Programmes. Also FDCs could be used to teach primary school leavers in leadership skills.

In 1975 the FDCs were started all over the country. The Ministry of Education was given the responsibility to run the FDCs from that time.

2. DEFINITION OF THE FDC

An FDC is an adult education centre at or in which training is provided in a specific field of learning for the purposes of particular developmental requirements of a District or any part of it, or a group of Districts.

The introduction of FDCs in the Tanzanian Education System (1975) is one strategy towards combatting some of our developmental problems. This is so because FDCs are there to give skills for the transformation of economy and it is obvious that in order to make a reality of our policies of Socialism and Self Reliance the planning and control of development must be exercised at local level to a much greater extent than at present. The FDC project is there to give the people of Tanzania skills and power to liberate themselves from the constraints of nature that surround them.

3. AIMS AND OBJECTIVES OF THE FDC PROJECT

The aims and objectives of the FDC project are summarised as follows:

- The development of all Tanzanians as subjects of their own development. They aim at the development of the whole personality, the ability to think, participate in the economic, cultural, political and social life of the community. They aim at producing self-actualizing human beings who are able to identify their problems and act upon them in an intelligent way.

- To help all people to understand the country's policy of Socialism and Self Reliance and to encourage them to contribute positively to the political life of their communities.

- To improve the knowledge and skills of adults in such fields as agriculture, handicrafts, domestic science, health and water supply. This is based on the fact that the knowledge of the Tanzanians must be kept increasing and changing in order that new techniques can be applied to increase production.

- To develop democratic and cooperative knowledge and skills among the people particularly in Ujamaa Villages. Man can not survive in isolation, but it is only through cooperation with others that he can be liberated from the constraints of nature and constraints imposed on him by his fellow men.

- To help in the training of leadership skills and improve participation and self-reliance within the Community.

- To increase the knowledge of Tanzanian culture and promote an active involvement in cultural activities.

- To achieve a wider understanding of the world and increase the ability to participate in international affairs.

In other words, FDCs are Adult Education Centres which give education in relation to the environmental needs.

Folk Development Colleges, in their aims and objectives have:

- A political function,
- an economic function,
- a social function,
- a cultural function.

The original aim of the government was to establish one FDC in each district. To date there are 52 Colleges and the government has decided not to open more colleges until the existing ones have been consolidated. Due to this, some FDCs are serving more than one district.

All FDCs are located and function at district level, but they are directly administered by the Ministry of Education. As said before, they are under the Directorate of Adult Education. The coordinating body which directly administers them is the FDC Secretariat which is responsible to the Director of Adult Education. The FDC Secretariat has the following responsibilities:

- it is responsible for all planning and administration,
- it is responsible for equipping all the FDCs,
- it makes all financial estimates,
- acts as liaison with all Ministries responsible for rural development,
- makes staff appointments for all FDCs.

4. TYPES OF COURSES

There are two types of courses offered in the Folk Development Colleges.

(a) Long Courses: These have a duration of 6 months to two years.

(b) Short Courses: These have a duration of 1 day to 6 months.

The education given in the FDC is 60% practical and 40% theoretical.

Subjects taught: The subjects studied in the Folk Development Colleges include agriculture, domestic science, handcraft (masonry, carpentry and tinsmithing), accountancy, political education, economics and national culture.

Between 1975-1985 the following people got various types of training in the Folk Development Colleges.

Year	Number
1976/77	8902
1977/78	9779
1978/79	11298
1979/80	12625
1980/81	13493
1981/82	8716
1982/83	9434
1983/84	30393
1984/85	32961
Total:	137,601

5. THE NATIONAL CO-ORDINATING COMMITTEE

The Folk Development Colleges Co-ordinating Committee is an important organ which co-ordinates the utilization of the Folk Development Colleges among different ministries organizations and parastatals. This Co-ordinating Committee meets twice a year to discuss the training programme for the year and at the end of the year to review the programme for the particular year. The National Co-ordinating Committee has members from the Prime Ministers Office, Ministry of Agriculture and Livestock Development, Ministry of Manpower Development, Ministry of Local Government & Cooperatives, Kibaha Ed. Centre, Ministry of Education, SIDO CUT etc;.

6. STUDENTS

Recruitment of students has increased tremendously from 1983/84. For long courses attendance was 92.9%; short courses 73.6%.

Selection of Students:

The student selected to pursue a course in the Folk Development College has to have the following qualities:

- He has to be a villager who has been selected by the village government, the Party, or a government department.
- He has to be ready to serve the village after the course.
- He has to be a person who is eager to learn.
- He has to be an adult over 18 years of age.
- He has to be able to read and write.
- He has to be of good conduct and should be able to co-operate with other villagers.

The selection of students is done by the College Principal in collaboration with the District Heads of Departments and Village Governments.

Types of Students:

The Folk Development College is a multipurpose institution which is there to educate anyone who is eager to learn. But the main target group are the villagers.

Other groups of trainees who can use FDC facilities include:

- Government workers and employees of parastatal organisations.
- Leaders of discussion groups.
- Rural librarians.
- Functional literacy teachers as well as Post-Literacy teachers.

Utilization of College Graduates:

The aim of the Ministry of Education as regards the FDC is to educate the participants so that they go back to their villages where they can use their skills in various developmental activities.

According to the information we have, it has been found out that the college graduates have been properly utilized in almost all the villages. Most of them are engaged in village leadership

Some of the villages have not been able to use the college graduates because of:

- Lack of equipment.
- Villages not having projects.

7. EDUCATION FOR SELF-RELIANCE

In order to merge theoretical training and practical training the Folk Development Colleges have started income-generating projects. These projects have been started in order to be used for teaching purposes. These projects also help to reduce government expenditure in terms of total running costs.

Every Folk Development College is supposed to have income-generating projects which have been researched on. The money generated from the projects is usually used for:

- purchases of food for students,
- running the existing projects,
- starting new projects

In the last ten years (1975-1985) the Folk Development Colleges generated a profit of TShs 13,216,592.00.

8. THE SUCCESS OF FOLK DEVELOPMENT COLLEGES

In the year 1980/81 the Ministry of Education carried out a nation wide research in order to determine the impact of the FDC programme. The findings of research showed that the project has made the following successes:

- The Tanzanian people have shown that they understand the aims and objectives of the FDC Programme.
- There is great co-operation between the Villages, Districts and Regions on one part and the Ministry of Education on the other.
- The National Co-ordinating Committee for Folk Development Colleges has been formed.
- 52 Folk Development Colleges have been established.
- The skills obtained in the Folk Development Colleges are being spread to the villages.

Learning in a Folk Development College - learning with fun

8. R.Y. Mtwango: Workers' Education

II.8. WORKERS' EDUCATION

by R.Y. Mtwango, Head Workers' Education
Section, Department of Adult Education,
Ministry of Education Dar es Salaam, Tanzania

INTRODUCTION

Workers' education in Tanzania's adult education context is part of adult education programmes. Adult education as it is understood in our context, includes such programmes as literacy, post-literacy, correspondence education, evening classes, extramural studies, seminars, workshops, conferences and militia courses. With this definition, workers' education is also included in this list. And it is called workers' education simply because, most of its programmes are conducted for workers at work places, and sometimes during normal working hours.

Workers' education is not a new thing in our country. Industries, parastatal organisations and government ministries, have for a long time been drawing workers' education programmes in one way or another, with obvious purpose of either to increase workers' knowledge or efficiency in their work. Usually, such programmes became very effective when workers attended (on the job training programmes) soon after they had been employed, or when they were sent to any training institution in Tanzania or abroad for further education or for special skills. On the other hand, and their own initiatives, many workers become very much determined to seek their own ways and means of increasing their knowledge and skills relevant to their work. For that reason, workers' education is a result of appreciation of workers' efforts given by their employers, in other words, workers' education is a result of knowledge and skills attained by the employees for the reason of improving their work, their lives and also for adjusting themselves in the rapidly changing world of science and technology.

This paper, however, discusses workers' education in such areas as background information, objectives, participants, workers' education programmes , implementation workers' education committees., achievement and problems.

1. RESOLUTIONS AND DIRECTIVES

President Nyerere, when opening the Friendship Textile Mill in 1968, directed that all workers in parastatal organisations should participate in workers' management. From that time, the Ministry of Labour and Social Welfare started workers' education programmes under the auspices of National Institute for Productivity (N.I.P.) as it was directed by the president. At that time the programme was known as WORKERS' EDUCATION PROGRAMMES FOR

WORKERS' PARTICIPATION IN MANAGEMENT. In 1970, the Presidential Circular No I was issued. That circular aimed at the establishment of Workers' Councils, Executive Committees and also made some changes in the Board of Directors in all work places. The effect of that circular was that it enabled all workers to have full participation in workers' management through their elected representatives.

On the 15th Biennial Conference of Tanganyika African Union (TANU) party in 1971, one of the resolutions of that conference among other things, appealed to all educated people, especially workers, to participate in Adult Education Programmes. The conference directed that EDUCATION was part and parcel of work and required that arrangements to implement that appeal were to be made.

The Prime Minister's Directive on Workers' Education of July, 5th, 1973 aimed at enforcing workers' education into action. The directive emphasized that at every place of work there was to be a concrete workers' Education Programme. Every manager was directed to appoint a Workers' Education Officer. Teachers for the programmes were to be selected from among senior workers in the institution concerned. The manager was required to set aside enough funds to meet workers' education programmes' expenses in his work place. A Workers' Education Officer was required to produce reports on Workers' Education activities to the Ministry of Labour and Social Welfare, to the Regional Adult Education Committee and also to the Ministry of Education according to the directive: Workers' Education Programmes were to be conducted during the normal working hours for not less than one hour daily. All workers of that work place were obliged to attend classes. And officers from the Labour Department in the Ministry of Labour and Social Welfare had the right to inspect institutions, industries, etc. to ensure that there were workers' education programmes and that they were implemented accordingly.

2. OBJECTIVES

The objectives of Workers' Education are as follows:

1. To eradicate illiteracy among the workers.
2. To enable workers to produce more products and to give better services.
3. To prepare and educate workers by giving them better education with the aim of making them more successful.
4. To provide workers with skills and increase their experience and technique so that they can have better performance in their activities.

5. To enable workers to understand the workers' procedures and regulations in the government, parastatal organisations, industries and any other working place.

6. To enable them to understand our ideology of socialism and self-reliance and its role in building the nation.

3. PARTICIPANTS

At any work place when planning the implementation of workers' education the following groups should be considered:

1. Illiterate workers.

2. Post-literacy group-levels 5,6 and 7.

3. Learning in order to develop knowledge and experience.

4. Special education for high level cadre together with evening classes.

5. Political education studies.

6. Education by correspondence.

4. WORKERS' EDUCATION PROGRAMMES

In most cases, Workers' Education Programmes vary from one work place to the other. These variations are caused by the different work places' environments. However, the commonest workers' Education Programmes to be found in most work places would include the following :

1. Literacy

The eradication of illiteracy is a basic educational activity and has been given high priority in any educational programme until the target has been reached. The main subjects are reading, writing and the elementary arithmetic and the approach is functional.

2. Post-Literacy

Post-literacy programmes are organised for workers who have attained levels 5,6 and 7. The main subjects for these programmes are Kiswahili, Political Education, English, Agriculture, Health, History, Geography, Home Economics, Political Economy and Handcraft subjects.

3. Proficiency

Programmes of such subjects include Typing, Shorthand, Book-

Keeping and Store-Keeping.

4. On the Job-Training

These programmes are meant to cater for the newly employed workers.

5. General Education

The aim of these programmes is to give academic knowledge to workers who want to improve their academic standard. Subjects for this programme are Arithmetic, Kiswahili, English, History, Geography, Social Science, Home Economics, Art, Political Education Languages, etc.

6. Correspondence Education Programme

With this programme workers are helped on how to study by correspondence.

7. In-Service Courses Programme

Each work place has a concrete programme for in-service courses where workers from each section of the department attend relevant courses in different education institutions in Tanzania or abroad.

5. IMPLEMENTATION

Workers' Education Programmes are implemented by many institutions. However, the two ministries of Labour and Social Welfare and the Ministry of National Education were charged with the responsibility of organizing Workers' Education in the country. At their meeting held on the 7th June, 1976, each of these ministries was given relevant duties to do as part of its work. In general, the Ministry of Labour and Social Welfare was responsible for workers' participation in management, while the Ministry of National Education was responsible for the academic education of workers. Details of these duties were given to each ministry as follows :

Duties for Ministry of Labour and Social Welfare in relation to workers' education

1. To give advice to the government in all matters concerning Workers' Education and participation of workers.

2. To organize courses and give advice to Workers' Education officers and committee members of Workers' Education.

3. To implement government policies on all matters concerning Workers' Education and participation of workers.

4. To be a link between Workers' Education activities, officials,

industries and other educational institutions.

5. To make inspection on the implementation of Workers' Education and participation of workers and to give technical advice.

6. To receive reports on education and participation, scrutinize them and give technical advice.

7. To be secretary of National Committee of Workers' Education.

8. To be part of information on activities concerning education and participation and use that information for the benefit of all.

9. And others according to directives given.

Duties of Ministry of Education on Workers' Education

1. Administring and keeping Workers' Education a continuous entity in work places. It is the obligation of the Workers' Education Officer to prepare adult education (Literacy) programmes for adult workers at their place of work. In order to do this work properly he has to co-operate with the Ministry of Education which is charged with the responsibility of issuing or distributing primers and syllabuses for this education. After attaining the level of class seven it has to examine other prospects for them etc.

   If levels of attainments continue to a higher standard and entailing the necessity of having formal syllabi, it will also be the responsibility of Ministry of Education to give guideline to teachers of these higher levels. We hope and anticipate that the Institute of Adult Education will be very much involved here.

2. Issuing syllabi of subjects taught in literacy and adult education classes.

3. Issuing primers.

4. To co-operate with the Department of Workers' Education in selecting normal academic subjects and these of occupational knowledge so that they relate to the kind of job performed.

5. Because the work of establishing libraries in work places is the responsibility of Ministry of Education, it will be the obligation of the same Ministry to give technical advice on the establishment of these libraries.

6. To organize training courses to teachers of adult education

who assist Workers' Education Officers in such subjects as reading and writing and in those subjects which deal with academic development.

7. To deal with career development of the employers of the Ministry of Education which has many workers as it is stipulated in many directives issued by the Department of Social Welfare to all employers.

Having defined the duties of each ministry the responsibility for implementation of Workers' Education is divided as follows:

1. At the national level : The two ministries: for their planning and policy making
2. At the regions : The two ministries: each has its personnel to man the implementation of Workers Education activities. The Ministry of Education has regional teams, district teams, and Ward Adult Co-ordinators, at the ward level.
3. At work place : Implementers of Workers' Education activities at work places are as follows :

   (a) Workers' Education Officer

   (b) Class teachers

   (c) Committee members of Workers' Education

   (d) Class committee members of Workers' Education.

Formation of Workers' Education Committees :

1. National Workers' Education Council : In order to monitor the implementation of Workers Education in the country, the National Workers' Education Council has been formed. Its members consist of representatives from the following bodies :

   (a) Chama cha Mapinduzi (CCM) Party Headquarters - (Chairman)

   (b) Prime Minister's Office

   (c) Ministry of National Education

   (d) Ministry of Labour and Social Welfare - (Secretary)

   (e) Ministry of Manpower and Development

   (f) Federation of Tanzania Employers

   (g) Sisal Corporation

   (h) National Institute of Productivity

(i) Institute of Adult Education

(j) Co-operative Union of Tanganyika (U.U.T.)

Under the National Workers' Education Council there are Regional District and Place of Work Committee. Adult Education Co-ordinators are members of all these committees except the committee at places of work.

2. Regional Workers' Education Committee : The following are the committee members :

(a) Regional Development Director or
Regional Chama cha Mapinduzi (CCM) Party - (Chairman)

(b) Regional Labour and Social Welfare Officer - (Secretary)

(c) Regional Chama cha Mapinduzi (CCM) Party Executive Secretary

(d) Regional Tanzania Workers' Association (JUWATA) Secretary

(e) Regional Women Association of Tanzania (U.W.T.) Secretary

(f) Regional Tanzania Parents Association (TAPA) Secretary

(g) Regional Adult Education Co-ordinator

(h) Regional Co-operative Officer

(i) One representative from each department, corporation, industry within the region.

3. District Workers' Education Committee : It has the following members :

(a) District Development Director - (Chairman)

(b) District Labour and Social Welfare Officer or
District Workers' Education Officer - (Secretary)

(c) District Adult Education Co-ordinator

(d) District Chama cha Napinduzi (CCM) (Party) - Executive Secretary

(e) District Tanzania Workers' Association (JUWATA) Secretary

(f) District Women Association of Tanzania (U.W.T.) Secretary

(g) District Tanzania Parents Association (TAPA) Secretary

(h) One representative from each department, corporation, industry within the District

(i) District Co-operative Union of Tanganyika (Officer)

(j) District Co-operative Education Officer.

The Regional Workers' Education Committee is the Executive Committee which discusses suitable implementation methods, according to the directive given by the Council or any other high level meetings on Workers Education. It is also that these committees are supposed to solve any implementation problems which may crop up in the implementation process. Should there be any problems, they should be discussed and solved, otherwise advice from higher authorities should be sought.

4. Ward/Divisional Workers' Education Committees : At these levels there are no proper Workers' Education Committees, however, the existing Adult Education Committees should be used instead.

5. Place of Work Workers' Education Committees : The members of these Committees are as follows :

(a) The Head of the Place of Work - (Chairman)

(b) Workers' Education Officer - (Secretary)

(c) Representative from Chama cha Mapinduzi (CCM) (Party) Branch

(d) Representative from Tanzania Workers' Association (JUWATA)

(e) Representative from Women Association of Tanzania (U.W.T.)

(f) Representative from Youth Organisation (Y.O.)

(g) Representative from Tanzania Parents Association (TAPA)

(h) All heads of departments at the place of work

(i) Workers' representatives should not be more than two thirds of all members.

It is at place of work where the actual Workers' Education is implemented. Therefore there must be a committee to administer and monitor the Workers' Education activities. The head of the place of work should be responsible for the education of the people working under him. Subsequently, the duties of the Workers' Education Committee at the place of work are :

(i) To advice the head of the place of work on how to administer Workers' Education at the place of work.

(ii) To scrutinize and advice on the problems existing at the place of work and how to solve these problems. To understand the training requirements needed by the workers in order to fulfill them during the implementation.

(iii) To make sure that all education facilities needed for the classes are supplied.

6. ACHIEVEMENT

It is very difficult to measure the achievement of this programme because it is being organised by two ministries. These two ministries up to now have not reached the agreement on the suitable format of the form to be used for collecting Workers Education data. But on the average the programme is receiving attention of at least all Parastatal Organisations, Industries and Government Ministries. In the case of literacy and post-literacy classes conducted at work places, participants' data of these classes are usually included in the regional mass and national literacy campaign. As for our part, and since the inspection of a Diploma Course in Adult Education in 1969 to date, we have been able to give sponsorship to 637 students who have taken Adult Education Diploma Courses formerly at the University of Dar es Salaam and currently at the Institute of Adult Education Dar es Salaam. About 404 of these students were teachers and the rest of them, about 233, were non-teachers. We presume that all these students are now working as adult education officers in different fields of adult education in the country and abroad.

7. PROBLEMS

Workers' Education Programmes experience many problems. To mention just a few examples: In some work places, it is not surprising to find poor attendance of both participants and teachers, lack of enough funds for the programmes, poor management and administration, etc. But the biggest problem is how to get reports of Workers' Education activities from the regions. This problem is mainly caused by the two Ministries concerned, i.e. the Ministry of Labour and Social Welfare and the Ministry of National Education for their delay in coming to the compromise in devising either a general or an individual format of a form to be used for Workers' Education Reports. As well all know these reports are a kind of knowledge of results or feed-back to these programmes. Therefore with this prevailing problem it is very difficult for the planners to evaluate the programmes.

CONCLUSION

In conclusion we emphasize that the kind of Workers' Education which we are organizing in Tanzania today, originates from the three sources which have been mentioned above. The first source was the Presidential Circular No I of 1970, which required the establishment of Workers' Councils and the Executive Committees, and which made some changes in the Board of Directors, in all work places. The effect of that circular was that it helped to give workers full participation in workers management through their elected representatives. The second source was when the 15th Biennial Conference of Tanganyika African National Union (TANU) Party met in 1971. One of its resolutions appealed to educated people, especially the workers, to participate in Adult Education Programmes, and that EDUCATION was part and parcel of work. Lastly it required preparation plans of implementing the appeal to be made. The last one was the Prime Minister's Directive on Workers' Education of July 5th, 1973. As this Directive was a policy statement, it required that all Parastatal Organisations, Industries and Government Ministries to have Workers' Education Programmes. In addition to that, Heads of all work places were required to fulfill all the requirements as were stipulated in that Directive.

The effect of the three sources mentioned above was the take-off of Workers' Education Programmes in the country, which received the appreciation of the people, the Party and the Government. What is left to be done now, depends on the continuous availability of financial resources, willingness of participants (workers) to attend classes, well-devoted teachers and Workers' Education Committee members and talented Workers' Education Officers to man workers' education programmes efficiently and effectively.

Workers' Education. Learning and training in a textile mill in Dar es Salaam.

9. E.N. Ntirukigwa: Distance Education in Tanzania

II.9. DISTANCE EDUCATION IN TANZANIA

by E.N. Ntirukigwa, Director, Institute of Adult Education

1. INTRODUCTION: CONCEPT AND CHARACTERISTICS OF DISTANCE EDUCATION

In order to discuss distance education in Tanzania it is imperative that we first elaborate or elucidate the concept of distance education. Before doing this we have also to look into some other terms which are commonly used in distance teaching. We have such terms as correspondence education, educational broadcasting and independent study. Correspondence education relies on two-way communication between the student and the teaching institution by printed or duplicated text by post. The tutor writes down the lessons which he would have taught in class and these are sent to students who are scattered all over the country. The students study them, do the exercises and send them by post to their tutor who corrects them and returns them with comments.

Educational or instructional broadcasting means the use of radio or TV broadcasts to support or enrich the work of tutors in class. It very often takes over from the tutor his main task of introducing new information. But it can also support correspondence lessons. The term independent study differs slightly from the other two in that it stresses the control the students have over their studies, place of study and the flexibility in time. In this paper the term distance education is used to convey the concepts of the three terms explained above. Distance education denotes a multi-media system of education in which the printed work, radio, TV, videotapes, cassettes and even short residential face-to-face teaching are all used in various combinations to facilitate learning. M.G. Moore defines distance education as follows:

> "Distance teaching may be defined as the family of instructional methods in which the teaching behaviours are executed apart from learning behaviours, including those that in a contiguous situation would be performed in the learners' presence so that the communication between the teacher and the learner must be facilitated by print, electronics, mechanical and other devices....... the more effective the bridging, the less the distance .... a learner's 'distance' is not measured in miles or minutes. It is defined as a function of individualization and dialogue."

This special individualization and dialogue plus the use of a host of non-personal mediators have elevated the effectiveness of distance education in such a way that it equals and, in some respect, excels normal face-to-face systems of education. This is stressed by the fact that even some students or pupils in schools supplement fact-to-face teaching with distance instructional materials.[2]

Since the 1950s the use of distance teaching has grown tremendously all over the world, in rich and poor countries. The recognition that print and broadcasting can be organised to carry out major education jobs was due to the following factors:

There has been strong political pressure, particularly in the Third World, for the expansion of education at different levels in order to offer educational opportunities for all, or most, of the population, or to support extension services.[3] Distance education has been identified as the most effective system to achieve this quickly. In response to this,most governments in Third World Countries have established national distance education institutions to provide educational opportunities for young adults who have been unable to obtain places in the post-primary school educational institutions. Thus distance education has increased the chances of democratising education.

Every country has tried to improve the quality of education in various ways such as increasing the number of qualified teachers, improving the teacher/pupil ratio, increasing text books, equipments and other teaching materials. In order to improve the quality of teachers some countries have set up distance teaching colleges to carry out initial teacher training programmes, in-service teacher education and training and up-grading courses for primary school teachers.

Another factor which has led distance education to be so popular is that it can reach the homes or communities of adult learners who could not be reached through face-to-face method due to geographical isolation. This can be done with the help of correspondence courses, radio mass campaigns in various fields such as agriculture, health education or cooperative education.

In order to expand and improve education huge sums of money are required and in most countries there is always shortage of money to meet such desirable change. Distance education system has been found to meet this criterion. Tony Dodds argues that distance education cost less to operate due to the following assumptions:

1. Distance teaching makes it possible for a few teachers to reach large numbers of students.
2. It does not require new schools to be built, it can only rely on the spare-time use of existing buildings and equipment.
3. It makes it possible for students to learn while they continue to earn; they do not need to be removed from their productive activity while they study.

4. Finally, and most important, distance teaching is economical, once the teaching materials have been produced and the system is established, additional students can be enrolled with only marginal cost[4]; the more students there are, the lower the cost per student.

This introductory part of this paper cannot be complete without quoting some problems and constraints in distance education. Gunnar W. Grandholm identifies constraints to effective learning by distance education in the following manner:

> "What distinguishes one educational method from another is, of course, its unique characteristics. Certain characteristics of distance education are well-known through repeated recital: the heavy dependence on the written word, the absence of exchange of ideas and interplay of mind present in the class-room, the absence of direct appeal of the personality of the teacher, the absence of active and open competition with class-museums, libraries and other aids normally available on the campus; and the like"[5].

But what is not frequently acknowledged by the critics of distance education is the variety of patterns and approaches and other compensatory devices used in distance teaching to set off these disadvantages. Tony Dodds has dwelt long on these constraints and offers some hints on how to overcome them. On the issue of student isolation or loneliness he recommends that each distance teaching institution must strive to reduce loneliness by establishing an administrative structure which ensures smooth distribution of well-written courses; a regular two-way communication between the student and the tutor and the organisation of support services such as broadcasts, student fora, study groups and study centres[6]. The inclusion of short residential face-to-face sessions will provide the students with a chance to have the direct appeal of the tutor's personality as well as a chance for socialisation. In short, a well-established distance teaching institution will have the means to overcome most of the disadvantages or constraints of distance teaching.

2. DISTANCE EDUCATION IN TANZANIA

While institutions teaching by distance methods were established in the USA, Germany, USSR, Great Britain and the Scandinavian Countries in the latter half of the nineteenth century, the same did not take place in Africa until the twentieth century, especially the second half. This, however, does not mean that there were no African students studying by distance method. There were African students studying courses offered by foreign-based distance teaching institutions such as the International Correspondence Schools, the Wosley College, British Tutorial College, the Rapid Results College and others. In fact some of these institutions like British Tutorial College and the Rapid Results College did establish branches in some African countries including Tanzania and Kenya. What is generally true is that real indigenous distance teaching institutions established privately or by governments did not come into being until after independence. One of the first post-independence distance teaching institution was established in 1962 at the "Centre d'Enseignement Superieur" in Brazaville. By 1972 there were already 36 Institutions teaching by distance method and most of them were non-profit making official organisations largely financed from public budget and/or receiving assistance from international organisations.[7]

In Tanzania, like in most African Countries, the need to establish a national distance teaching institution became very strong after independence. As we developed our national education system, it was felt that foreign-based correspondence colleges could no longer meet educational needs of Tanzania particularly after the Arusha Declaration and the policy of education for self-reliance. Some of the subjects taught by, say, the Rapid Results College like the History of the British Constitution and British Economic History had no useful relevance to Tanzanians. Thus, there was a strong demand to establish our own distance teaching institutions which would offer courses geared to the needs of a young nation aspiring to build a socialist state. Feasibility study started in 1968 and by 1970 a Five-Year Plan of the operation of the National Correspondence Institution was completed.

The NCI was set up in the Institute of Adult Education towards the end of 1970. It addressed itself directly to the needs and problems of Tanzania and has ever since focussed its attention on the rural population and those who have had very little formal schooling as well as the neo-literates. The Second Five-Year Development Plan stated the objectives of the proposed NCI as "to serve literate but isolated persons throughout the country, who wish to enlarge their knowledge and understanding of subjects of importance to national development."[8] The objectives of the NCI were spelt out by its plan of operation as follows:

1. To equip Tanzanians to fill jobs which meet manpower needs of the country.
2. To help Tanzanians understand the nation's policies thus being equipped to participate more fully in carrying out national policies and programmes.
3. To supplement efforts being made by the leaders and adult educators in various departments of Government to bring about economic and social development in the rural areas.

With these objectives the NCI prepared a two-week introduction seminar during which the participants were introduced into the concept of distance education, syllabus preparation, course-writing, course editing. Some of the participants, including the writer of this paper, were later employed by the Institute of Adult Education to form the nucleus staff of NCI. The remaining participants became part-time course writers and part-time tutors to correct and comment on students assignments. The first course called Introduction to Political Education was released towards the end of December 1972. Since then the NCI has offered courses in three categories as follows :

1. Mass based courses
   As the name suggests the mass courses are courses of very elementary level intended for people with education equivalent to the first four years of primary education and those who stopped before that level.
   Adults who have completed Stage IV in the functional literacy classes can also take these courses. So far the subjects covered in this category are:

   - political education,
   - introductory English,
   - cultivation of beans,
   - elementary book-keeping

2. Secondary Education Courses
   These courses are prepared by using the same curriculum of Secondary Schools and are taught by secondary teachers teaching the same subjects in secondary schools. The syllabus of each subject was divided into three stages. Stage I contains the content of the syllabus for Form I and Form II, so that when our student goes through Stage I subjects, his education will be equivalent to the education of Form II student in formal Secondary Schools.

   Stage II is equivalent to Form IV of the formal Secondary School. A student who successfully completed Stage II is considered ready to take National Form Four Examination set by the National Examinations Council of Tanzania. The subjects available at Stages I and II are Kiswahili, English, History, Geography, Mathematics and Political Education.

   Stage III courses are prepared at advanced level. The content of these subjects is equal to what is taught in forms V and VI of formal Secondary Schools. A student who completes successfully stage III is ready to sit for National Form Six Examination and if he passes the examination, he obtains a National Form VI Certificate of Education. The subjects taught at this stage are Kiswahili, Political Education, History and Geography.

The NCI's secondary education courses help to supplement government's efforts to provide secondary education. At the moment only about 2% of Primary School leavers gain access to formal government and private secondary schools and other training institutions. This means that about 98% of Primary School leavers cannot get officially paid for secondary education. They have to fend for themselves . It is here that the Institute of Adult Education through its correspondence secondary school level courses programme offered by NCI and the secondary evening courses programme greatly alleviates the plight of the post-primary school youths.

Under the Secondary education programme NCI offers correspondence courses in Braille to blind students who have completed primary school education. At the moment we have three subjects offered to blind students, namely, political education, Kiswahili and English language. Appendix A and B show students' enrolment and the number of students who completed courses between 1972 and May 1985.

3. Professional Courses

One of the objectives is to help trained middle level cadre in efforts to achieve self-reliance in manpower. So, professional courses are offered to adults who work in various jobs. The professional courses offered are of two types. The first type consists of courses in the management and administration area. The courses which are ready are Man in Organisation, Production Management and Accountancy. These courses are studied by people working in related jobs.

The second type of professional courses are geared to the training of teachers. We have carried out three programmes of teacher education and training. The first programme was concerned with initial training of about 40.000 primary school teachers to enable the government to launch universal primary education (UPE).

We also prepared courses for the inservice training of teachers and finally we have an up-grading programme for grade C teachers. We will elaborate each programme.

In order to launch UPE the government needed about 40.000 new primary school teachers and these had to be trained as quickly as possible. The Institute of Adult Education was called upon to devise a training package which would ensure the training of many but good teachers in the shortest time and at minimal cost.

The Institute of Adult Education in cooperation with the Ministry of Education and Radio Tanzania devised a syllabus for each subject. In order to devise viable teachers' training programmes of distance education, capable of helping students to become professionally and academically competent teachers, certain conditions had to be[9] fulfilled by course designers. Such conditions were as follows:

(i) The syllabus had to make provision for the student teacher to acquire basic teaching skills which he could improve upon through his constant teaching practice.

(ii) The syllabus had to make provision for the student teacher to deepen academic knowledge of the primary school syllabus for which he was being trained to teach.

(iii) The student teacher was required to raise his academic education to the equivalency of form II of formal secondary education by taking Stage I Secondary Education courses.

(iv) The termination of the syllabi took into account the training media and how to mix them. The determination on the media mix in turn was reached after considering the following points:

- design of teaching and learning situation,
- pragmatic, economic and organisational factors which in turn bring to light limitations and restrictions of the potential media method,
- relationship between aims and objectives,between subject matter contents and learning activities,
- learner's characteristics, his initial behaviour and his terminal behaviour as a newly trained and qualified teacher.

After due consideration of all the foregoing points a teacher training package was devised consisting of the following components:

(a) Correspondence Courses

During the three years of training the student teachers were to take correspondence courses of both professional and academic nature. The students studied by correspondence three correspondence subjects, namely: How to teach reading and writing, how to teach mathematics and national guidance, an interdisciplinary course consisting of psychology, principles of education, school organisation and political education. The academic subjects were English, History and Geography all at Stage I level. The purpose of studying these subjects was to raise their academic level to Form II level of formal secondary school.

(b) Radio Programmes

In order to reinforce what was in the correspondence course, radio broadcasts were prepared to support each of the three core subjects. These broadcasts were made three times a week. The radio played the following role[10]:

(i) It was used as a knowledge-giving tool.

(ii) It was used to give feedback to student teachers, questions as well as stimulating class teaching.

(iii) It was used to monitor the general direction and progress of the entire training.

(iv) It was used to mobilise and motivate the student body and the whole nation to appreciate the need, importance and implications of universal primary education.

(v) It was used also to broadcast efforts and achievements made throughout the country towards the building and equipping of new primary schools through nation building activities.

(c) Face-to-face Teaching and Group Discussions

The face-to-face teaching and group discussions helped to:

(i) provide group-concerted efforts to confront problems encountered in their studies,

(ii) clarify all questions asked in the study units and radio broadcasts,

(iii) build self-confidence through group discussion,

(iv) build mutual understanding and co-operation among the student teachers themselves and between student teachers and tutors,

(v) make constant teaching practice. In the teacher training programme by distance teaching provision for constant teaching practice was made. 15 periods a week were allocated to the student teacher to carry on classroom teaching. During teaching he had a unique opportunity to apply in real class-room situation what he had learned. He could then find out his strength and weaknesses, digest the subject matter and instruction in order to plan and devise some constructive steps needed to guide his pupils to the acquisition of skills, knowledge and attitudes.

Some of the student teachers were supervised by a tutor and others were unsupervised. Professor McFarland argues that unsupervised teaching practice may leave the student teacher more free to develop his own skills particularly if he can find some answers to the following intriguing questions:[11]

(i) What are the regular teaching objectives in a particular situation?

(ii) What part of these objectives can reasonably be pursued in a given unit of teaching?

(iii) What are the pupils' resources in terms of abilities, habits and specific scholastic attainments (all of these varying among individuals as well as among classes and schools)?

(iv) What material resources are available?

(v) What are one's human resources particularly knowledge, skills or interests, strength and deficiencies that can be speedily remedied or that require longer application?

(d) Residential Training for six weeks

All the student teachers had to go for residential training in several Teachers' Colleges for a period of six weeks. During this period the student teachers were taught some sections of subjects thought to be difficult to learn by correspondence method. They also had a chance to meet and learn from each other. They underwent externally moderated teaching practice. They prepared teaching aids and finally they sat for their final examination set by the National Examinations Council of Tanzania. After passing this examination they became fully trained primary school teachers.

Appendix B shows the student teachers enrolled and those who successfully completed the course and became teachers. After designing the curriculum for the training package a series of preliminary training sessions took place in order to make sure that once the programme was launched it should succeed.

Firstly, we had training seminars for course writers followed by course writing workshops. The participants to this seminar were drawn from tutors from Teachers Colleges who had wide experience, professional and academic competence. What these tutors needed, were the methods and techniques of writing correspondence courses. This was done under the supervision of NCI Tutors.

Secondly, there was a need to train trainers of field supervisors. So we had a two months training seminar of trainers. Again the participants to this seminar were Tutors from Teachers Colleges, Regional and District Education Officers. The training of these Trainers had to stick to the principle of staged training system whereby knowledge and skills were to be diffused without being diluted.

Thirdly, after the training of trainers, there followed a two months seminar at eleven Teachers' Colleges to train 2000 Ward Adult Education Coordinators and 400 Divisional Adult Education Coordinators.

The main aim was to make them effective distance education coordinators. Other aims were:

1. To awaken their political consciousness and a sense of national commitment to the implementation of UPE.

2. To enable them to acquire the necessary knowledge and skills needed to run, supervise and evaluate the progress of distance education programmes of 10 to 20 student teachers.

3. To enable them to acquire the necessary knowledge, skills and techniques of face-to-face teaching and supervision of study group discussion of student teachers.

4. To enable them to acquire the learning needed to carry on assessment and evaluation of student teachers under different conditions obtained in various villages all over the country.

Fourthly, training centres at ward level were established all over the country. Some of the centres were in the primary schools and others at party offices and community centres.

In addition to existing equipment each centre was supplied with files, progress cards, cupboards and books. These teachers' centres are very important as Peter Kinyanjui aptly asserts :

> "These teachers' centres could become ideal places on which to focus three-way teaching methods aimed at providing in-service training for teachers since they would offer additional opportunities for teachers to meet,share experiences and learn from one another, as well as seek guidance and advice from their tutors. Such centres....... could help to provide supporting services particularly to newly-qualified teachers in the early years of their teaching so that systematic follow-up could become an integrated part of teacher training programme."

Fifthly, after the completion of these preparatory aspects of the teacher training programme there followed the selective enrolment of student teachers. The selection criteria of prospective student teachers were laid down by the Ministry of Education as follows[12] :

1. First priority to those who would have gone to secondary school, if there had been enough places.

2. Those with very good character and social attitudes that will provide shining examples to their pupils.

3. Those with personality and maturity which can command respect from their pupils.

There are other training programmes for serving primary school teachers. There is the inservice training programme which is split in two phases. Phase I consists of correspondence courses to be studied in a period of nine months after which those who complete courses successfully undertake phase II. During phase II the teachers stay in residential training for a period of three months after which they sit for an examination.

Those who pass the examination are awarded a certificate and an extra increment to their salaries.

The third training programme is concerned with the up-grading of Grade C teachers to grade A. It is also done in two phases. During phase I Grade C teachers in bunches of 2000 are given Stage II Secondary Education subjects. On successful completion they sit for National Form Four Examination. Those who pass the examination will be awarded Form Four Certificate of Education which will qualify them to enter phase II of the programme. They will go to one of the designated Teachers College for a one year residential training at the end of which they will qualify as Grade A teachers.

One of the advantages of Distance Education is that it is cheaper than the formal system of education. For instance, the cost of training of a primary school teacher through residential colleges in 1976 was 3.550/= per student per year and the training of Diploma holder secondary school teacher was about 1.110/= . But the cost of the training of a primary school teacher by distance method was about 1.008/= per student per annum. As we said earlier, the increase of correspondence students lead to decrease of cost per student.

3. FUTURE PROSPECTS FOR DISTANCE EDUCATION IN TANZANIA

Since the establishment of a national distance education institution many Tanzanians have had a greater chance of advancing themselves. Out of 57,482 who enrolled for various courses 31,294 completed their courses and presumably their performance at their place of work must have been improved. Out of 45,534 student teachers who registered themselves for teacher training programmes 35,028 have qualified as primary school teachers. This is a great success.

Looking ahead we envisage further expansion of the courses offered. Plans to start a Diploma and Certificate Course in Management and Administration are in final stages. We are also going to move into the technical field whereby NCI will offer more mass based courses in technical subjects such as carpentry, masonry, plumbing,courses on how to mend a tractor, a car, a milling machine and so on.

In the Report of the Presidential Commission on Education it was recommended that NCI will concentrate on secondary education up to advanced level technical courses and job-oriented courses. It also recommended the establishment, in one of our universities, of a Centre for University Studies by Correspondence. This indicates Government's decision to provide more opportunity for further education. We will strive to improve the quality of our courses, the quality of the academic staff in order to provide good distance education to our clientele.

APPENDIX A : The number of individual students (head count) registered 1 November 1972 to 31 May 1985 by sex

YEAR	MALE	FEMALE	TOTAL	%
1972	334	40	374	0,65
1973	4,593	347	4.940	8,59
1974	5,511	487	5,998	10,43
1975	5,421	574	5,995	10,43
1976	5,477	937	6,414	11,16
1977	5,751	1,291	7,042	12,25
1978	5,066	1,313	6,379	11,10
1979	3,009	767	3,776	6,57
1980	1,647	243	1,890	3,29
1981	2,534	647	3,181	5,53
1982	2,741	716	3,457	6,01
1983	3,042	752	3,794	6,60
1984	2,580	750	3,330	5,80
1985	722	190	912	1,59
TOTAL	48,428	9,054	57,482	100
%	84,25	15,75	100	

APPENDIX B : The number of students who had completed courses for the period between the 1 August 1973 and 31 May 1985, presented per annum

YEAR	MALE	FEMALE	TOTAL	% OF TOTAL
1973	529	16	545	1,74
1974	3,147	119	3,266	10,44
1975	3,695	183	3,878	12,39
1976	3,956	206	4,162	13,30
1977	2,781	150	2,931	9,37
1978	2,591	192	2,783	8,89
1979	2,846	219	3,065	9,80
1980	1,416	82	1,498	4,79
1981	1,652	127	1,779	5,68
1982	1,724	118	1,842	5,89
1983	2,098	195	2,293	7,33
1984	2,282	205	2,487	7,95
1985	706	59	765	2,44
TOTAL	29,423	1,871	31,294	100.1
%	94.02	5.98	100	

APPENDIX C :

Achievements of Distance Teacher Training
1976 - 1978

YEAR	STUDENTS REGISTERED	STUDENT IN 3rd YEAR	STUDENTS WHO PASSED FINAL EXAMS	
			NO.	% of 3rd YEAR
1976	13,570	12,846	12,470	97,1
1977	13,749	10,657	10,005	93,9
1978	18,277	13,822	12,553	90,8
TOTAL	45,534	37,325	35,028	93,8

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